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ABSTRACT

The vocational and further educational needs of adult, rural-based immigrants were assessed, with particular attention to the special needs of women and the situation in South Australia (SA). A literature review showed that the educational needs of rural-based immigrants were diverse, although they all shared the problems of geographic and cultural isolation. The need to help them to progress from basic English language classes into mainstream Technical and Further Education (TAFE) classes was emphasized, and recognition of experiential learning and overseas qualifications was an issue. Data came from a short questionnaire sent to SA rural immigrant organizations, information from state and territory agencies, and telephone interviews with colleges providing services to rural-based immigrants. The following issues in rural-based immigrants' access and participation in TAFE were identified: (1) difficulties of obtaining qualified staff; (2) obtaining appropriate and sufficient resources; (3) class size restrictions; (4) assisting home tutors of isolated rural students; (5) provision beyond English-as-a-Second Language classes; (6) professional development for rural college staff; (7) appropriateness of courses; (8) special needs of English-speaking immigrants, immigrant women, and aged rural-based immigrants; (9) informing isolated rural-based immigrants about TAFE; (10) special support needs; and (11) systemic responses to needs. (Appendixes include 27 references, statistics regarding potential population to be served by TAFE in rural areas, and the questionnaire.) (YLB)

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PATHWAYS TO PARTICIPATION: THE VOCATIONAL & FURTHER EDUCATION NEEDS OF ADULT IMMIGRANTS IN RURAL AUSTRALIA

Pauline Mageean

This report was funded by a grant from the Bureau of Immigration Research.

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Glossary of Abbreviations

CES	Commonwealth Employment Service
DEET	Department of Employment, Education and Training
ESB	English speaking background
ESL	English as a second language
ESP	English for special purposes
LOTE	Language other than English
MAES	Migrant Adult Education Services
NES	Non-English speaking
NESB	Non-English speaking background
TAFE	Technical and further education
TESOL	Teaching English as a second language

RECOMMENDATIONS

- that TAFE agencies review their existing services to determine how well they are meeting the needs of rural-based immigrants;
- that professional development be continually available, in a distance education mode, to assist TAFE staff meet the special needs of immigrant students;
- that a toll-free telephone number be provided for volunteer ESL tutors of immigrants to enable them to discuss any teaching concerns without the personal expense of long distance calls;
- that professional development be provided to TAFE staff involved in policy-making, curriculum development and course delivery to make them more aware of cultural, linguistic and racial factors relevant to immigrant students of TAFE;
- that consultations occur with representatives, including women, from relevant immigrant organisations, at all stages of the development and implementation of programs for, or including, immigrant students;
- that culturally appropriate child care be available for the children of rural-based immigrants as required;
- that appropriate professional development for teachers of NESB people be made available nationally by distance education. This should be self-paced, modular and certificated, and carry credit towards an academic award;
- that a toll-free interpreter service be provided to give information about TAFE courses available to immigrants;
- that each TAFE agency provide a certain proportion of its distance education courses in a form which would meet the special needs of (particular) immigrant groups, and that these courses be centrally co-ordinated and made available nationally.

INTRODUCTION

This project was funded by the Bureau of Immigration Research to:

- research the vocational and further educational needs of adult rural-based immigrants, with particular attention to the special needs of women and to the situation in SA;
- consider the policy implications of these findings and to suggest better ways in which adult rural-based immigrants could be served;
- produce practical recommendations by which educational providers, particularly TAFE, can better meet these needs.

For the purposes of this study 'rural' is defined as living outside the capital cities and the other major metropolitan areas of Geelong, Gold Coast, Newcastle and Wollongong, and at least 45 minutes drive from the nearest TAFE college. 'Immigrant' is defined as 'person born overseas who has become a permanent resident of Australia'. This includes both recent arrivals (defined for this study as 'having arrived in Australia within the last 36 months') and longer-term immigrants. Twenty percent of the Australian population were born overseas. Seventy percent of our immigrants have a non-English speaking background (NESB).

Commonwealth Government policies of equal employment opportunity, anti-discrimination and multiculturalism express the right of all Australians, immigrant and native born, to participate fully in education, unhampered by discriminatory barriers. This report looks at how this right can be fostered for rural-based immigrants.

One of the corporate goals of the Department of Employment, Education and Training (DEET), is to improve equity of access and to pursue more equal outcomes in the areas of employment, education and training. Specifically it aims to improve the relative rate of participation of groups such as rural people and immigrants, who are under-represented in employment, education and training; achieve outcomes for these groups which are more in line with those of the wider community; and encourage other governments, employers and communities to assist in increasing their participation and providing better outcomes for these groups.

The information in this report is relevant to policies concerning rural-based immigrants' access to technical and further education (TAFE). It discusses ways of increasing their participation in education and training, and therefore providing them with skills which will assist them to find employment, or lead to other desired outcomes. These outcomes may include English language skills which would enable women for example

who are not in the paid workforce to participate more fully in the Australian community. Participation in education and training by under-represented groups such as rural-based immigrants is not only important to individual members of these groups; it also encourages a concern for social justice within the whole Australian society, fosters access to TAFE and promotes a stronger economy by making possible a more effective use of Australia's human resources.

Holton and Salagaris (1988, p.3) point out that multiculturalism:

> . . . emphasises the importance of economic, social and cultural assets in a multicultural population for Australia's future growth and development. These assets include language skills, international trading contacts, and a general awareness of the advantages of inter-cultural sensitivity and co-operation for economic development and social cohesion.

Rural-based immigrants are a heterogenous group - men and women, English speaking and non-English speaking backgrounds. They come from different cultural, socio-economic, educational and racial backgrounds and differ in age and in the vocational and educational skills and customs they bring to Australia. Similarly, their perceptions of Australian life and experiences as Australian immigrants will vary.

Crusca (1987) emphasises the variety and complexity of immigrants' interests in terms of TAFE course delivery and criticises much previous research for ignoring the diversity of migrants.

Migrants differ also in the amount of support they are given in pursuing vocational and further education in Australia. Some arrive to join very supportive family members and communities. Others are single and arrive alone with no supportive network - frequently these are men in isolated mining communities which often do not have the support networks found in longer established rural communities.

Others belong to cultural groups which either passively or actively discourage their efforts to develop skills to join the workforce. Married women from some ethnic groups have found themselves torn between two cultures over this issue.

Yet all rural-based immigrants have two features in common which will affect crucially the access to, and successful completion of, TAFE programs. First, as immigrants, even from very similar cultures such as that of New Zealand, they are unfamiliar with the Australian education system. Any qualifications they bring will not be Australian. Many may not have brought to Australia the documents which prove their qualifications although there are well organised systems for recognising overseas qualifications, these are located far from rural areas and the process of gaining this recognition can become overwhelmingly difficult for rural-based immigrants.

Quite simply, immigrants are unlikely to know about TAFE or how to gain access to courses which might be appropriate for them. The more different the educational system they have left, and the more difficulties they have with the English language, the greater this problem becomes.

Second, they have moved to rural areas where the physical presence of tertiary education may be minimal, where TAFE is the only tertiary provider in evidence, and this may be as small as the weekly visit of a voluntary home tutor. Rural-based immigrants share the problems which restrict all rural people's access to TAFE. These are:

- distance, and the additional costs which this creates;
- inadequate information about TAFE and its programs, which is rarely provided in ethnic languages;
- inappropriate programs and resources - ESL (English as a second language) tuition may be provided, but rarely in small rural communities are there trained ESL teachers or classes and books to assist those who have progressed beyond ESL level. There are few vocational courses designed to meet the special needs of immigrants available outside the larger cities except through distance education.

CHAPTER 1 - METHODOLOGY

This research project has been carried out using an interpretative methodology, with a triangulated approach to give breadth and to verify the findings. It is based upon the following:

- a literature search. This included any materials relevant to the project - research papers, journal articles, policy documents and course documentation. Much of this material is discussed in this paper. It formed a background and context for the interviews and case studies.

- a short questionnaire with open ended questions was sent to eleven South Australian rural immigrant organisations to obtain their views about TAFE (Appendix 3). These groups were identified from a catalogue of such organisations at the South Australian Multicultural and Ethnic Affairs Commission.

- information from Adult Migrant Education Services. A letter, together with information relevant to the project, was sent to each State and Territory AMES office.

- statistical information provided by Dr Graeme Hugo, Flinders University, on the potential immigrant populations to be serviced by TAFE in rural areas. This information is provided by local government areas on a state-by-state basis (Appendix 1).

- information obtained from colleges providing services to rural-based immigrants. The directors of all non-metropolitan and distance education provider TAFE colleges in Australia (N=151) were sent information about the project and were asked whether:

  a) they had special courses for rural-based immigrants (both NESB and ESB);

  b) they had rural-based immigrants in any other programs;

  c) they could provide a contact person who could discuss the above questions.

  Sixty-seven replies (44.4%) were received.

  Telephone interviews were held with the contacts provided. Interviewees included course co-ordinators, lecturers and tutors.

  They were asked a series of semi-structured questions, many of which led to further discussion and details.

The following interview questions were asked:

1. What is the name of your college?
2. Where is it located - farming community, mining township, etc.?
3. What in particular would immigrants in your community want from TAFE?
4. What barriers are there to rural-based immigrants attending TAFE in your area?
5. Does your college provide any services to isolated rural migrants?
6. Are any special courses run for migrants?
7. Are any migrant students attending other courses?
8. Have any particular modifications been made to courses to make them more suitable for migrant students in:
   - teaching methodology;
   - content;
   - resources;
   - childcare arrangements;
   - other.
9. Are you able to provide counselling and/or other support to your migrant students?
10. Do you have difficulties obtaining and keeping staff who are trained to work with migrants?
11. Do you have difficulties in providing staff with professional development to work with migrants?
12. Is there any linkage mechanism between access courses for, or used, by migrants and mainstream courses?
13. Is there a course or special support for those whose English language skills are advanced beyond AMES courses but not sufficiently developed to enable them to succeed in mainstream courses without support?
14. Has the migrant community participated in the course development?

15. (Where appropriate) would one of your immigrant students be willing to be interviewed to provide a case study for this project, or could you describe one of your students' experience with TAFE?

Short case studies (vignettes) were written. If the students who had agreed to be a case studies had sufficient skills in English literacy to be interviewed by telephone, this was done. In other cases the course tutors either acted as interpreters, or discussed the student from their direct experience with him or her. These case studies provide illustrations of real life issues and concerns which arise in the provision of technical and further education to rural-based immigrants.

Twenty case studies were selected to include:

- at least one individual from each State and the Northern Territory (the ACT does not include remote areas);
- equal numbers of males and females;
- differing lengths of time living in Australia - both new arrivals and those who had lived in Australia for longer periods;
- various socio-economic situations;
- a range of ages (17-68);
- a range of educational backgrounds;
- a range of different TAFE programs;
- different ethnic backgrounds.

The researcher participated in the Access and Equity Forum convened by the Office of Multicultural Affairs, Adelaide on 24 April 1990 and at the Rural Education Think Tank, Townsville June 11-14. Many of the issues discussed at these meetings had relevance to the project.

CHAPTER 2 - LITERATURE REVIEW

The way that post-secondary education and training is organised in Australia reflects the needs of metropolitan Australians (Budge 1989). The needs of rural people are less understood and this restricts the delivery of relevant programs and services. Budge emphasises the diversity of the different communities which make up non-metropolitan Australia and urges that the particular characteristics of an area be a major consideration in decisions about what TAFE should provide.

Among his recommendations for improving the provision of post-secondary education in non-metropolitan Australia, Budge advocates the establishment of a national database of tertiary education courses with access by a toll-free telephone enquiry system. The present report supports this recommendation but adds that rural-based immigrants' access should also be facilitated by providing, toll-free, an interpreter service. This could be made available during specified times depending on the anticipated demand for particular languages.

One of the limitations of research into immigrant access and participation in TAFE is the general inadequacy of TAFE data on this issue (Holton & Salagaris 1988). They consider that these limitations prevent conclusive statements about immigrant participation and access to TAFE. The available data suggests that there may be problems of access for NESB people into TAFE mainstream programs, and that participation in special access programs does not flow on to increased access to mainstream vocational programs.

It is disappointing to read the 1984 recommendations of the NSW Department of TAFE, Multiculturalism in TAFE Beyond Sydney realizing that they have not yet been fully implemented as policy although the need for them is still urgent. Each is an issue which was stressed by the interviewees.

This report acknowledges that excellent progress towards them has been made by individual colleges, but provision varies enormously from region to region, and college to college. What is needed is a systemic adoption of the 1984 NSW (p.3-4) recommendations:

1. There needs to be a more coordinated approach to the provision of English language learning opportunities that is well publicised and extensive enough to make personal contact with small groups in dispersed locations. (This relates to Issue 11 in Chapter 3 below.)

2. The learning needs of adult rural-based immigrants are diverse, and provision at appropriate levels and via a range of teaching strategies to suit learners' needs is also required. (This relates to Issue 7, Issue 8 and Issue 9 below.)

3. This requires trained ESL teachers being located in regional areas and in particular, members of ethnic minority communities in these areas being offered and encouraged to undertake language teacher training. (This relates to Issue 1 below.)

4. Students and teachers require access to appropriate teaching/learning materials. (This relates to Issue 2 below.)

5. Minimum class sizes in rural areas must be smaller than the existing limits which are based on metropolitan college requirements. The report suggests a minimum of 4 students. (This relates to Issue 3 below.)

6. Transport arrangements must be considered an essential part of the arrangements for any class. (This relates to Issue 9 and Issue 10 below.)

7. Child care arrangements must be provided if required. (This relates to Issue 9 below.)

8. Special consideration needs to be given to the communication needs of the elderly in particular, and third-age learners in general. (This relates to Issue 10 below.)

9. Adult multicultural education implications need to be addressed through awareness activities for TAFE staff and the community. (This relates to Issue 6 below.)

10. TAFE teachers and tutors need access to a regional TAFE resource person who is a multicultural education consultant, adviser or organiser. (This relates to Issue 4 and Issue 6 below.)

Crusca (1987) points out that there has been minimal research into immigrant women's participation in education. The Kirby Report (1985) found that in Australia there is a high degree of labour market segmentation on the basis of gender and of ethnicity. Immigrants and women, and particularly immigrant women are concentrated in semi-skilled or unskilled jobs. Immigrants have high unemployment rates and their hidden unemployment rate appears to be several times that of native born Australians (Stricker & Sheehan 1981).

Crusca emphasises the importance of enrichment courses for those migrant women who have greatly reduced social support networks in Australia compared with that in their places of origin. Such courses can help reduce the isolation of these women, build their confidence and develop their skills for everyday living. Yet enrichment courses are rarely provided with ethnic language support in rural areas.

Some immigrants will have had years of experience in a particular work area and have been considered competent practitioners in their home countries. But they may not have formal qualifications and without these it is almost impossible to get credit for their overseas-gained skills. As TAFE moves more towards the provision of competency-based training and assessment, however, the assessment and crediting of experiential learning should become common practice.

Thomson (1988b) states that TAFE has largely ignored the need for procedures and processes which give formal recognition of a person's previous experiential learning. He provides a model of how this could be done. Salagaris (1989) recommends that tertiary institutions grant special entry to people who have overseas qualifications and/or relevant special experiences or leadership, but do not meet the normal admission criteria. Even when immigrants have evidence of a recognised qualification the processes for gaining a licence to practise can be highly complex and frustrating (Thomson 1988a). For ESB immigrants far from the urban centres these processes can make it virtually impossible to gain the right to practise in Australia, or to be granted the Australian equivalence of their overseas qualifications.

Crusca argued that it was not their ethnic backgrounds but the non-recognition of their overseas qualifications which determined immigrant women's interest in TAFE vocational courses. Even with a TAFE college nearby, immigrant women who hold more traditional attitudes to women's roles often prefer to study at a local centre or learning centre. The lower the immigrant women's education level the more likely they are to prefer to study at a learning centre rather than at TAFE.

Mageean (1988) emphasised the importance of participation by the targeted immigrant community at all stages of development of their courses, rather than being offered courses developed for them by others. This participation should use consultative procedures which are linguistically and culturally appropriate, ensuring that tokenism does not occur and that immigrant women are involved in equal numbers with men. (See Chapter 3, Issue 11 below.)

The target rural immigrant groups should participate in determining not only the content, but also the teaching methodology and location, times and frequency of meetings, what child care may be required and other crucial issues. This ensures that their particular needs are being met in ways which are culturally appropriate. In addition, this participation will give them ownership of their course and assist in fostering their self-esteem and confidence as adult learners.

Working together with immigrant groups will also assist TAFE staff to gain a greater insight into immigrant people's educational requirements. The major National Review of TAFE Teacher Preparation and Development currently being undertaken by the TAFE National Centre (Hall, Hayton, Mageean and Scarfe 1990) has found that TAFE teachers as a whole are especially weak in their ability to meet the needs of non-English speaking

students. The review identifies a need for professional development in this area. (See Chapter 3, sections 1 and 6 below.)

Although this project is concerned with all rural-based immigrants, it looks particularly at rural immigrant women. Eliadis et al (1988, p5) emphasise that immigrant women 'grapple daily with the dialectic between ethnicity and gender'. For rural immigrant women this dialectic is even more complex, and the problems to be overcome if they are to undertake TAFE courses are more profound. As Mageean (1988) points out, the factors of being an immigrant, a woman, and being in a rural area do not simply add to each other, they have a multiplying effect.

The report *English Learning Needs of Isolated Women*, published by the Department of Immigration and Ethnic Affairs (1986) found some difficulties are specific to particular ethnic groups, while others affect all immigrants. General barriers to immigrant women's participation in English classes include:

- inadequate child care;
- distance and transport problems;
- husband's disapproval;
- associated costs;
- family responsibilities;
- fear of failure and low self esteem;
- time limitations due to need to work;
- limited availability of bilingual courses;
- illiteracy in mother tongue;
- insecurity;
- cultural restrictions on education for women;
- waiting lists for community-based classes;
- limited availability of advice and information in native tongue;
- length and timing of courses;
- irrelevant course content and design;
- personal problems stemming from the woman becoming more fluent in English than her husband.

The study recommends 'small, informal, local classes' and effective on-arrival ESL courses. This present research project endorses these findings and offers additional recommendations which relate to this issue. (See page 2 above.)

In their literature review, Barker and Cruise (1988) listed reasons why immigrants did not participate in courses to learn English. These factors could be also barriers to immigrants accessing any rural TAFE course:

- no nearby provider;
- no public transport (especially at night);
- inability to cope with organised classroom learning due to cultural background, level of education in country of origin, physical disability or lack of self-confidence;
- literacy problems in first language;
- long waiting lists;
- inappropriate learning arrangements, e.g. mixed sex classes, or class size too large;
- negative community perception of classes resulting in social stigma.

Lack of culturally appropriate child care is repeatedly identified in the literature as a major obstacle for women wishing to study. The literature suggests that classes targeting immigrant women should be small, informal, and locally located, with beginning classes taught by bilingual teachers; using appropriate course content (such as using everyday rural examples), paying home tutors and expanding the home tutor scheme; and further developing distance learning curriculum (such as increased use of radio and television as media for ESL learning). The last is particularly important for rural-based immigrants.

After researching the provision for non-English speaking people in New South Wales, Victoria and Western Australia, Barker and Cruise (p.4) recommended the following for people with special needs (such as isolated rural-based immigrants):

- more innovative programs should be piloted;
- there should be more community based classes to cater for those people for whom transport to class is a problem;
- the feasibility of mobile classrooms should be explored;
- class sizes, as well as sex and age mix of class members, should take into account cultural or religious observances of students;

- there should be expanded provision for culturally appropriate child care for program participants;

- there should be an income tested living allowance for NESB arrivals, who are full-time students in either Commonwealth or State funded courses provided through the TAFE MAES (Migrant Adult Education Services);

- there should be more provision for NESB people in continuing and adult education to cater for those who are interested in non-vocational, hobby or personal development ESP (English for Special Purposes) classes;

- the English in the workplace component of MAES should be expanded to cater for the large numbers of NES workers who have no other opportunity to attend classes due to shift work, domestic responsibilities or transport difficulties;

- DEET funding should be increased where necessary to cover unmet additional demand, expanded programs, additional child care and living allowances;

- DEET should develop a policy which guarantees the right of all NES people to learn English regardless of their immediate employment prospects, and funding guidelines should reflect this policy. This policy should acknowledge the importance of learning English for reasons other than employment and is of particular relevance to immigrant women. (This is discussed further in Issues No. 9 and No. 10 in Chapter 3 below.)

Barker and Cruise's recommendations are all important to rural-based immigrants. However, it also must be recognised that the small numbers of students, restricted funding and lack of trained teachers in small rural communities mean that priorities must be determined. It is suggested that in trying to provide the best service for their immigrant community members, TAFE staff investigate local needs and focus on those of Barker and Cruise's recommendations which most appropriately meet those needs.

Barker and Cruise also found the provision of labour market programs for NES people inadequate. They stressed the importance of an extensive ESL component in any labour market program, and where appropriate, the inclusion of vocational instruction in the 'mother' tongue. Effective labour market programs should also include an explanation of how the labour market works and employers' expectations of workers, help with job-seeking, resume writing skills and job procurement, and follow-up after employment. This is discussed further in Issue No 5 below.

These areas identified by Barker and Cruise as requiring further research were the special needs of immigrant workers, especially those older workers who require retraining, of those women immigrant workers who require assertiveness training as well as English language skills. Of

particular relevance to rural-based immigrants are their recommendations concerning the establishment of smaller regional guidance/information centres which provide access to the same information and materials available at the larger centres and attended by qualified bilingual staff on a rostered basis. In addition it was suggested that multilingual self-access video and computerised information programs be developed to assist with information sharing at regional centres.

Mageean (1989) also advocated the introduction in rural communities of multilingual vocational and educational guidance and information centres where centralised information about all matters of post-school education and training provision could be located. These could become the focal point for an interdepartmental network of information centres including youth access centres, Commonwealth Employment Service offices, TAFE and others.

Mageean recommended developing social literacy and political awareness courses for immigrants to empower them with the skills to lobby on their own behalf for improved educational and training provision, and to enable them to inform governments and program providers of their needs. Providing immigrant students with such skills should increase their confidence as adult learners and as active participants in Australian society.

In her overview of the American vocational educational provision for immigrants, Harrison, (1988) found that since cultural mores are not codified or formally taught, cultural adjustment may be more difficult for immigrants than learning English language skills. She identified the following teaching techniques as effective:

- introducing one concept at a time;
- using a slower pace when introducing information;
- using shorter lectures and more demonstrations;
- providing bilingual glossaries;
- explaining key concepts in students' native tongue;
- using visual support materials;
- modifying tests to evaluate mastery of content rather than English; and
- work experience training approaches.

These strategies could be used when developing new programs or modifying existing ones, in both distance and face-to-face teaching for rural-based immigrants.

The Victorian Ministry of Education and the Department of Agriculture and Rural Affairs (1989) has published The Delivery of Rural Education and Training (DORET) which lists the key characteristics can forming a checklist for those concerned with the provision of rural education and training. These are:

- local management and decision-making;
- educational pathways;
- innovative delivery;
- child care.

These were seen as crucial to rural-based immigrants' access to TAFE and so have been incorporated in the interview questions for this project.

DORET found that rural people believe their access to education is restricted by:

- distance and the additional costs which flow on from that;
- direct and/or indirect discrimination within the tertiary sector;
- class number limits based on metropolitan needs;
- inadequate information services;
- inappropriate programs (e.g. curriculum development from an urban perspective).

All of these factors are likely to be compounded in the case of rural-based immigrants. However, access to courses is only one of the problems faced by immigrants. Holten and Salagaris (1988) found evidence suggesting that problems of participation for immigrants undertaking higher education courses may be more acute than problems of access. This project is therefore concerned with the support available to rural-based immigrants who are enroled in courses not specifically designed for them and any changes which have been made to the curricula and methods of teaching in mainstream courses to reflect the multicultural nature of Australian society.

In her paper, 'Multicultural Education Issues at the Post-secondary Level', Cameron (1984) describes how TAFE is implementing multicultural policy. She advocates community consultation and participation; overcoming Anglo-centrism of values/practices; and mainstreaming whenever possible.

Active participation by the group for whom the program is intended, at all stages of its development and implementation is one way of achieving this. Relevant community groups such as migrant organisations or

spokespeople should be involved in courses designed specifically for, or which will include, rural immigrant students. Special care should be taken to ensure that immigrant women's views are directly presented, particularly those from cultural backgrounds of male dominance. This is further discussed in Issues No. 7 and 11, in Chapter 3.

Cameron (1986) asserts that TAFE programs for immigrant/refugee youth in 1986 were merely 'tokenism'. She argues that this is because of the plethora of programs which have been developed in an ad hoc manner and inadequately funded. Cameron found the best programs have:

- consultations with ethnic communities regarding needs;
- well refined educational support for course provision;
- a co-ordinated college approach within a multicultural climate (e.g. multilingual signs and information);
- bilingualism seen as an asset and a vocational skill;
- ESL/skills team teaching;
- bilingual teaching;
- promotion of cross-cultural understanding.

She also considered that the goal of 'credible programs' is through mainstream provision based on multicultural educational principles with total TAFE commitment. There should only be special (i.e. marginalised) provision for immigrants and refugees when a multiplicity of disadvantages occur which is beyond the capacity of the general system.

Eliadis et al (1988) summarised the issues and implementation strategies relevant to education for immigrant women, metropolitan as well as rural. These issues however, are of concern to all immigrants and apply to rural-based immigrants, both male and female. They are based upon the result of a literature search and on submissions to the National Agenda on Women 1988.

The issues raised included lack of accessibility to, and inappropriateness of, ESL programs, difficulties in maintaining and developing LOTE (language other than English) programs, difficulties in gaining recognition for overseas qualifications, the need for gender and culture inclusive curriculum, the lack of culturally sensitive services, the absence of effective training and re-training programs for immigrants wishing to enter the workforce. She advocated that strategies for addressing these issues should include:

- the provision of information in appropriate languages, about ESL programs;
- the development and provision of appropriate ESL programs;

- the provision of ESL programs in the workplace;
- the development and provision of LOTE programs;
- the development and provision of effective bridging courses;
- the adaptation and delivery of gender and culture inclusive curriculum;
- the cultural sensitisation of educational service providers, both policy makers and lecturers;
- the design and delivery of culturally sensitive services;
- the provision of appropriate and effective training and re-training programs.

Implementation strategies advocated by Eliadis et al (p.29-30) were:

- that information about ESL programs be readily available and be located in areas accessible to women from NESBs;
- that appropriate ESL programs be developed to meet the specific needs of women from NESBs;
- that appropriate ESL programs be provided in the workplaces of women from NESBs;
- that LOTE programs be developed and provided in educational institutions;
- that effective and accessible bridging courses be developed to meet the needs of women from NESBs who are trying to gain recognition for overseas qualifications;
- that curriculum in educational institutions be gender and culture inclusive;
- that educational service providers undertake languages and culture courses as part of their pre-service and in-service professional development;
- that educational services which are culture and gender inclusive be designed, provided and monitored;
- that appropriate and effective training and re-training programs be developed and provided for women from NESBs.

Each of these strategies is also important to male immigrants. Rural-based immigrants require special consideration when strategies are devised to ensure that these are appropriate to their needs and are

provided in ways which will be diminish the effects of geographic distance. This would, for example mean that such programs be made available through distance education and in a delivery mode appropriate to the needs of NESB learners.

While the adoption of all of these strategies would be very valuable to rural-based immigrants, it is unrealistic to expect them to all be implemented in all rural areas, at least in the short term. Salagaris (1989) points out that economic restraints within tertiary institutions make it very difficult to overcome the personal, systemic and institutional barriers to access. He acknowledges that attitudinal change cannot be imposed on individuals and institutions, and that insensitivity, lack of awareness and limited understanding of ethnic issues cannot be easily overcome.

However, it is important to consider all the strategies which researchers have recommended, and to determine goals and priorities among them. Both short- and long-term strategic planning will be needed to provide rural TAFE colleges with a fresh perspective and useful strategies to assist rural-based immigrants.

The literature may be summarised as follows:

There is great diversity between the educational needs of rural-based immigrants, which indicates that a flexible approach will be needed to accommodate these. Wherever possible a co-ordinated system for sharing resources nationally should be used to provide as much flexibility as possible.

All rural-based immigrants share the problems of isolation, geographic and cultural. Some are particularly disadvantaged, in particular elderly NESB immigrants and NESB women from backgrounds which discourage their participation in TAFE. Ways in which these people could be assisted are identified.

Particular emphasis is placed on the need to assist rural-based immigrants progress from basic English language courses into mainstream TAFE programs, labour market programs and to enrichment courses. The need for professional development for TAFE staff to give them an understanding of the special needs of this group has been a recurring theme.

Recognition of experiential learning and overseas qualifications and the need for special entry are issues which have been discussed in the literature. A number of writers have emphasised the importance of participation by relevant ethnic communities in the development of programs to ensure they are responsive to their requirements.

Also a recurring issue in the literature is the problem of assisting rural-based immigrants to gain information about TAFE, its relevance to them, and what it can offer them. Local information centres, learning centres, toll-free telephone numbers and involving the immigrant community in

TAFE activities are all ways in which this can be information can be promulgated.

The importance is stressed of appropriate curricula (that is, gender, geographically and culturally inclusive). The literature makes it clear that strategic planning will be needed if TAFE is to use its resources for rural-based immigrants in the most economic and effective way.

CHAPTER 3 - RESULTS - THE KEY ISSUES IN RURAL-BASED IMMIGRANTS ACCESS AND PARTICIPATION IN TAFE

A number of issues were identified as a result of the interviews, literature review and questionnaires described in the methodology. These have been grouped and are discussed under the following key headings:

1. Difficulties of obtaining qualified staff

Obtaining trained ESL teachers in small rural areas is almost impossible. Colleges in these areas are often very pleased if they are able to employ a lecturer with any formal teaching qualification. The isolation of these communities means that those lecturers who are struggling without appropriate professional qualifications for teaching NESB students also receive very little supervision. As one program co-ordinator explained:

> *We are very lucky to have Joanne as she is a trained primary school teacher. She had no training in, or experience of, TESOL (teaching English as a second language) before she started working with us four months ago. With the pilots' strike I haven't yet been able to visit her (it's a seven hour drive each way from Darwin). However, we are in frequent contact by telephone. The mining company pays for her calls.*
>
> *For Joanne to get in-servicing she would have to go to Darwin which is out of the question as she has a very young family.*
>
> *We do have a problem providing resources and sufficient books to her but the students are able to use the local primary school library. I agree the content of these books may not be appropriate for adults, but orders for books can take up to six months to arrive from Sydney or Melbourne and we just don't know what we will need that far in advance - we could well have a completely different class by then.*

The small tin mining community where Joanne teaches has a population of 500 people. There are six people in her class, men and women from a number of different cultural backgrounds. The town has cheap, rather depressing, fifties style housing and not even one shop. The climate is very hot and the houses are not air-conditioned. There are very few existing job opportunities for women in the community. Life could be very difficult, and socially isolating for migrant people who live there. Despite these disadvantages, it is still not possible to provide counselling for the class members.

As rural colleges have frequently reported difficulty in obtaining staff who are trained to work with migrant people it is recommended:

that appropriate professional development for teachers of NESB people be made available nationally. This should be self-paced, modular and certificated, and carry credit towards an appropriate academic award.

For staff of TAFE country colleges this is best provided by distance education. This has the advantage that it can be provided nationally, thus reducing costs by combining resources, and can be adapted when necessary to local conditions. It provides an ideal opportunity for TAFE agencies to work co-operatively, to maximise the returns on their limited individual resources for such provision.

Related to the above recommendation is the need for assistance that many TAFE lecturers experience when they first discover a student from a different cultural background in their class. Assistance needs to be immediately available to ensure that their classes are culturally appropriate and sensitive to any special needs of these students. It is vital that professional development be continually available, in a distance education mode, to assist TAFE staff in country colleges during their first experiences with rural-based immigrant students.

It is South Australian Department of Employment and TAFE policy that in all colleges there be at least one person trained in working with NESB students. This person can then act as a resource person for voluntary tutors as well as college staff.

However, all lecturers and tutors working with immigrants will require some training. Whenever possible members of rural ethnic communities should be offered, and encouraged to undertake, TAFE teacher training and ESL training.

One resource which may be appropriate for TAFE staff who have not had training in working with immigrants, is the Multicultural Access Training Kit produced by Canterbury Bankstown Migrant Resource Centre, which was funded by the NSW Department of Immigration, Local Government and Ethnic Affairs. It includes modules on increasing the participation of NESB people in service delivery and management and on developing an effective multilingual information provision program.

2. Obtaining appropriate and sufficient resources

Joanne's case study also illustrates this problem. Rural immigrant groups like numerous other groups who have special needs require a considerable financial commitment from the government. The Department of Employment, Education and Training (DEET) is the source of most Commonwealth provision to TAFE but increasingly

its funds are tied to immediate vocational outcomes. Longer term projects which do not directly lead to job skills are not a priority, but are very important to many rural-based immigrants. These projects include access courses such as those which give students the confidence to subsequently undertake vocational courses.

Frequently, learning resources available for ESL students have a city context, discussing such activities as department store shopping and using street directories which are not relevant to people in small rural communities. Some ESL teachers have found that rural immigrant people lost interest in these programs and dropped out of courses, especially when they were provided through distance education.

Sophia is 48, and arrived from Italy with her market gardener husband Joe in 1966. Joe is conservative and saw no reason for Sophia to learn English as 'her place was at home raising the children'. Now that the children have grown up they are putting pressure on both parents for Sophia to learn English and 'do something with her life'. She would love to be a teacher's assistant in the Italian classes at the local high school. She began a literacy program through distance education but found it was too urban, and gave up. Her children continued to encourage her to learn English. Sophia networked among her friends and gathered 10 Italian women to form an English language class. TAFE has provided them with a teacher. This success has given her new confidence and she is very likely to achieve her ambition.

Strategies which maximise returns on limited resources and expenditure include:

- combining and co-ordinating all available educational resources in the community to maximise provision e.g. school, higher education, distance education and community resources. In this way all of these systems can share resources and information so that student needs can been anticipated and duplication of resources avoided;

- establishing learning centres which provide open learning using modern technology for distance education. These can provide isolated students with access to a wide range of courses normally available only to city students. Learning centres may make use of interactive videos and facsimile machines which can be coupled with support from an on-site tutor. The tutor can facilitate the students' learning-to-learn rather than there having to be a number of specialist lecturers physically available.

- the provision, on a regional basis, of a library of resources for teaching rural-based immigrants. These could then be ordered by telephone and sent out quickly as need arose, then returned to the library for the use of other students, thus avoiding the expense to individual colleges of buying materials which would be rarely used. Long delays involved when trying to borrow them from another college would also be avoided.

To obtain the maximum resources on the limited money each TAFE agency can allocate to rural-based immigrants, it is recommended:

that each TAFE agency provide a certain proportion of its distance education courses in a form which would meet the special needs of particular immigrant groups, and that these courses be centrally coordinated and made available nationally.

Darwin Open College was established to provide access to post-secondary education for Territorians outside Darwin and Alice Springs. Immigrants are one of the groups whose needs the college was specifically established to serve through its remote area programs and Adult Migrant Education Centre programs.

Darwin College particularly emphasises program delivery by distance education and other techniques which use realistic technological methods to reach people in smaller rural centres. These methods are particularly suitable for NESB rural-based immigrants who could have difficulty with written material.

A comprehensive information base detailing external courses has been prepared and is awaiting funding to become operational. This will result in greatly increased rural-based immigrants' access to TAFE in the Northern Territory. This access is particularly valuable as articulation from one level of course to another has been carefully planned to assist under-represented groups to progress through tertiary education.

3. Class size restrictions

In rural areas is to very difficult to get sufficient numbers of students to constitute a class. This means classes tend to be very heterogeneous. With immigrants this can create special problems because of culture differences. The co-ordinator of access courses at a country college explained her difficulties:

One of the biggest problems is the numbers, we need 15 for a standard class, the same as a metropolitan college. Yet we are trying to service very small isolated communities where the people are deprived of so many social amenities. It is hard to find enough students to provide even basic education courses. They tend to have very differing needs and rural teachers have to be

mighty versatile. We are holding our breath through each course because if the numbers drop below 8 for three consecutive weeks we must justify continuing the course and obtain express permission to continue.

Cancelling classes because there are not sufficient students could seriously affect the life chances of some rural-based immigrants.

Joseph is a 25 year old immigrant from Fiji married to an Australian in a small NSW town. He had studied in Fiji but needed more confidence and support with his English before he felt ready to continue his academic studies in Australia. He did a full-time Tertiary Preparation Course last year. When the student numbers dropped down to three toward the end of the year it looked as if it might be cancelled, and Joseph felt he was not ready to continue without support. Fortunately ways were found to continue, Joseph completed the course, his written skills improved and he gained confidence. He is now an external degree student at New England University

In other regions, TAFE staff expressed a fear that if courses were advertised in community languages other than English it might "open the floodgates" and create a demand which TAFE does not have the resources to meet.

4. Assisting home tutors of isolated rural students

Voluntary home tutors provide an invaluable service in teaching English to NESB immigrants. In rural areas these volunteers often find they have to meet extra expenses such as the petrol costs incurred in driving to isolated properties and expensive STD calls to their college co-ordinator. To reduce these costs and also lessen some of the pressure on the local co-ordinators, it is recommended:

that a toll-free telephone number be provided for volunteer ESL tutors of immigrants to enable them to discuss any teaching concerns without the personal expense of long distance calls.

This number could be to a specialist ESL teacher who would assist the voluntary tutors on a state-wide basis, so that economies of scale would justify the cost of the toll-free service.

5. Provision beyond ESL classes

Few TAFE colleges are able to provide more than ESL classes for immigrants in rural areas. Yet for those immigrants who are new to Australia, whether or not they come from an English speaking background, there are problems associated with unfamiliarity with a new environment.

They may need to learn job interview techniques and other skills; how to go about looking for a job or housing, about registering with the CES or obtaining recognition of overseas qualifications. As well, many immigrants lack confidence because of this unfamiliarity with the local culture and may need considerable support before they are likely to succeed in finding a job.

Some excellent courses designed to overcome such problems already exist. One is at Geraldton, WA and is a course for long-term unemployed Vietnamese. Many Vietnamese fishermen and farmers have come during the past three years to join their relatives in Geraldton area.

Although full-time steady work is available in Geraldton these Vietnamese immigrants are unable to take advantage of these opportunities because of their lack of workplace English and are limited to seasonal work in family market gardens.

The course consists of ten weeks of basic English followed by eight weeks of workplace English and includes two weeks of work experience to raise the students' awareness of the employment opportunities available.

> *Tan was a fisherman who had two years schooling in Vietnam before he immigrated to Australia last year. Aged 43, he has a wife and 6 children. He did an English language class in Perth but his poor education and the fact that he mixed only with Vietnamese speakers meant his English developed very slowly. He was unable to get a job in Perth so moved to Geraldton to do market gardening. He is now doing the special course for Vietnamese at Geraldton and hopes to go on to learn a trade.*

6. Professional development for rural college staff

One senior lecturer considered his college was not unusual in ignoring the needs of immigrants:

> *Often college staff just don't think about NESB students and are unaware of ESB immigrants' cultural differences. We don't get them so make no special provision either to attract them or provide appropriate support if they enrol.*

The 1986 Commonwealth guidelines to its access and equity plans require Commonwealth departments and authorities:

> to develop personnel policies which sensitise staff to cultural factors and to deliver services and employment programs in languages other then English, when that is necessary to provide effective services (Office of Multicultural Affairs 1988, p.vii).

It is equally important that this should occur in each TAFE agency and it is therefore recommended:

that professional development be provided to TAFE staff involved in policy-making, curriculum development and course delivery to make them more aware of cultural, linguistic and racial factors relevant to immigrant students of TAFE.

In the South East region of South Australia a series of learning centres have been established by TAFE. The centres, set up in hired halls or similar venues, have a manager available for at least eight hours per week. The managers are well known in the community and have a teaching background. Here students can undertake a wide variety of distance education courses from enrichment to, in some cases, undergraduate degrees. The managers provide a referral service for students who experience problems.

In some learning centres voluntary tutors are also available. Regular professional development is provided for the managers and tutors, with telephone and duct contact to Adelaide, monthly meetings and a major professional development workshop held monthly.

7. Appropriateness of courses

Immigrants may have the English language skills to gain access to TAFE courses but are these courses appropriate in content and delivery? TAFE adult education methods may not seem like education to immigrants who are used to rote learning; who see teachers as absolute authorities not to be questioned; and/or whose past educational experiences have not encouraged student discussions. For some a brief and simple introduction to Australian adult education philosophy may be essential before they can really benefit from TAFE courses.

Some cultures do not consider that TAFE is an appropriate place to study, for example some Asian groups believe that tertiary education only has credibility if it is provided by a university. In addition some ethnic groups consider that TAFE is an unsuitable environment for their women because they would not want them to be in classes with men (Mageean 1988). Such special needs can be met by women-only classes or a women's withdrawing room when there is sufficient demand, and by providing culturally sensitive teaching in the spirit of multiculturalism.

An ethnic community representative in an isolated mining community explained:

many migrant people will not attend TAFE classes because they are held in the local school. Some migrant people have

had negative experiences at school, and as a result feel inadequate or alienated from anything associated with schools. Others, particularly adult men, feel it is undignified to attend the same classrooms that young children use, even though it would be at different times. Similarly they are alienated by some of the English language resources, which are clearly designed for children.

In many rural areas TAFE is the only tertiary provider with a physical presence so unless these prejudices are changed and the immigrants are given a better understanding of TAFE's role, these people may not be able to access the education which they need.

Involvement by ethnic communities in the development of TAFE programs which they are likely to attend, not only ensures that what is offered is appropriate to their needs, but it may also help overcome negative attitudes towards TAFE. Dawkins (1990) describes how consultations between educators and community groups increased the value these groups placed upon the programs provided.

One migrant education co-ordinator pointed out that once immigrants have understood our education system most can become ideal adult learners, independent and motivated with clear goals.

> *Lem is a Filipino man who two years ago joined his parents in a small rural community in Tasmania. He needed to learn idiomatic English. His educational experiences had made him very passive in class and to help overcome this he was encouraged to do a second TAFE course on public speaking. In many small rural communities traditions of helping your neighbour are still strong and Lem has benefited from this. The public speaking training and the support he has received from teachers and his fellow students have greatly increased Lem's confidence. He is now doing well in the Associate Diploma in Engineering.*

The President of the Italian Community of Port Pirie, SA reported that his community considered that the local TAFE college was 'their' college and that there were no special problems associated with their access. However, he pointed out that this reflected the fact that the Italian community is well established there and there have been no recent arrivals. Clearly there are special requirements when there are only a very few members of a particular ethnic group, their needs are less apparent; they lack a support network; and when they have newly arrived.

To provide more options for rural-based immigrants it is recommended:

that each TAFE agency provide a certain proportion of its distance education courses in a form which would meet the special needs of (particular) immigrant groups and that these courses be centrally co-ordinated and made available nationally.

When such courses are designed for immigrant groups with many under-educated members, consideration should be given to providing many of them in a non-print format.

8. Special needs of English speaking background immigrants

As they already speak English the special needs of ESB immigrants are often overlooked and needed support may not be available. Yet they will experience two fundamental difficulties in common with all immigrants: unfamiliarity with the way things are done in Australia and different cultural mores. Immigrants are unfamiliar with the Australian education system; they will not know where to look for information or which would be the appropriate institution to approach. They do not know how Australians go about finding a job. Their different cultural mores can create problems which may not be apparent to their lecturers or fellow students:

> *An American women explained that she had been trained to question her teachers closely, and to challenge their statements. It took her a while to realise why the other students were hostile to her. 'But if I looked different to them or had literacy problems I'm sure they would have been far more tolerant of my different background'.*

It is important that TAFE staff be sensitive to these problems. It is an issue to be covered in teacher preparation courses.

9. Special needs of immigrant women

The families of some immigrant women create barriers to the women's education. Some Filipino women have been prevented by their husbands from joining English classes, for example by the husbands' refusal to either lend the car or drive their wives to class. Some teachers have found it necessary to organise car pools or a college bus to ensure these women can attend.

Yet many Filipino brides are well educated, often better than their husbands who sometimes appear threatened by this. While their lack of English prevents these women from functioning in the community some husbands perceive that they have power and control over them.

These women's needs are very important. As the Asian brides are often much younger than their Australian husbands many become widows, often with young children. Without English language skills

and some vocational skills, these widows may be in extremely difficult situations.

Rosa is a Filipino bride living on an isolated property in Northern Queensland. She was the only NESB student doing a child care course at her college and required a lot of special support as she had difficulty reading English and her heavy accent embarrassed her during class discussions. She had lived a deprived life in the Philippines and had a lot of personal problems which affected her TAFE studies.

Rosa was given a lot of support, she had an English language tutor work with her for some of the time and the lecturer spoke slowing and clearly. As well, the college counsellor spent considerable amount of time trying to help with Rosa's personal problems. However all the TAFE staff assisting her felt they were doing so by trial and error and would have liked some in service training working with immigrant people. They also pointed out that while they were able to devote considerable resources to helping Rosa, they would not be able to provide similar support had there been a number of people with such needs.

For immigrants from cultures which differ markedly from the Australian one cultural mores may exist which are relevant to their access to either a job or training. Without training TAFE lecturers cannot be expected to be aware of the diverse cultural mores of students in ESL classes, yet insensitivity to these may lead to students withdrawing or not enroling.

For this reason it is important to reiterate the recommendation by Mageean (1989) that a series of monographs be written to provide information for TAFE staff about the backgrounds and issues relevant to specific special groups and ways successful TAFE programs have approached these issues.

Childcare is a vital issue in immigrant women's access and participation in TAFE. Often these women come from cultures in which there is a large extended family to care for the children. In isolated rural Australian communities, however, they may have no one to help them. Further more, in some cultures it is unacceptable for women to ask their husbands to mind the children while they attend class. So without childcare provision these women are in practice excluded from TAFE.

It is also essential that any childcare provided for their children be sensitive to their cultural mores. The childcare providers may also require professional development in this area, otherwise there is again the risk of immigrant students withdrawing from their courses. It is recommended:

that culturally appropriate child care be available for the children of rural-based immigrants as required.

In some societies it is unacceptable for women to attend classes which include male students or even have male lecturers. Activities such as outings must also be culturally appropriate if the women of some ethnic groups are to attend.

Olga is a Muslim in her late 20s. She was a qualified doctor in her home near the Chinese-Russian boarder but her English skills are too restricted for her to obtain professional recognition. She has a baby and her husband will not consider her leaving the child to attend classes or being in a group which includes males. She had no car and there is no public transport where she lives. Few of the other Muslims employed at the abattoir have wives in Australia. Not surprisingly, Olga was very lonely and her self-esteem was affected, and consequently her confidence to find work in Australia.

But Olga would like to work again when her child starts school. A voluntary tutor, a woman with a wide social network in the district is now helping Olga to learn English, and to join the community.

One advantage in rural areas is that they are often close-knit with strong networks. This means that lecturers can become known personally to their students' families, for example by attending local multicultural events. Once a personal contact has been established it is much easier to discuss, and hopefully solve, differences and problems. Networking is also a way of letting those rural-based immigrants who are unable to read English, know about TAFE programs.

10. Special needs of aged rural-based immigrants

The Australian Institute of Multicultural Affairs (AIMA) in its research into care for aged immigrants (Barnett 1986) found that, as a result of the immigration process, aged immigrants frequently did not have a sufficient number of relatives or close friends to form a network of close relationships, and so were more likely than the Australian-born elderly to feel isolated. Not surprisingly, their findings showed that difficulties with the English language contribute strongly to elderly immigrants' sense of isolation.

The German Club and the Finnish Community in Gympie, Queensland are concerned about the needs of their elderly members, some of whom are reverting to their native tongues. They are similarly concerned about the plight of widows or women whose husbands can no longer undertake tasks requiring English language skills such as filling in forms or talking with solicitors. Older

immigrant women who now require more medical services are finding their English inadequate.

Halina, a 70 year old Polish widow, never attended school so is illiterate in both English and Polish. She lives in a small rural community in South Australia which includes quite a number of Polish people.

She had never worked outside the home and it was always her husband who handled any situation where it was necessary to speak English. Halina does not have a driving licence as her husband considered this was unnecessary. Similarly he had discouraged her from attending English lessons in case male students were enroled.

Halina has no children and is now very isolated but has been given support by other Polish women in finding a literacy course and in getting to the college. Although she is not seeking employment Halina needs assistance in developing English language skills which will enable her to become more independent and to participate in the wider community.

The degree of isolation experienced by aged ESB immigrants were found to be intermediate between those of aged NESB immigrants and the Australian-born aged, the impact of the immigration process being lessened by a common language (AIMA 1986).

This isolation is likely to be aggravated in rural areas, especially those where there are few people from the same ethnic background. There is an important role for TAFE in providing such people with skills which will enable them to participate in the wider Australian community.

11. Informing isolated rural-based immigrants about TAFE

It can be very difficult to reach the more isolated rural-based immigrants, particularly when there are very few members of their ethnic group in the community, and where there is no local network to assist in this process. No one would be more than a half hour's drive from a learning centre in the South East of South Australia yet staff believe it is possible that some of the more isolated immigrants are not aware of the centres, and others would not know of the services which they provide and the resources available.

Often immigrant people cannot read English language promotional material and may be unaware of the services and opportunities offered by TAFE. Unlike urban immigrants they often have no access to ethnic newspapers nor to ethnic broadcasts. Some ethnic groups regard TAFE as second best to higher education and do not wish to attend, or they believe it is only for young male apprentices (Mageean 1988).

To assist rural-based immigrants to find out what TAFE can provide, it is recommended:

that a toll-free interpreter service be provided to give information about TAFE courses available to immigrants.

Advertising in community languages other than English is prohibitively expensive unless there are numerous people in the target group. Sometimes college access or migrant education staff simply do not know whether there are such people in very isolated places nor what their needs would be. (In other smaller rural areas, college staff with good networks often quickly find out when immigrants who need assistance have moved into the region.)

Sometimes the immigrants themselves have unrealistic expectations, for example, wanting volunteer tutors to visit them only during the weekend.

Throughout this report the role of rural ethnic community groups is stressed, and it is therefore recommended:

that consultations occur with representatives, including women, from relevant immigrant organisations at all stages of the development and implementation of programs for, or including, immigrant students.

One country college women's co-ordinator explained that if the key members of an ethnic community attend TAFE, others will follow. To find these key people, and to gain credibility it is important that TAFE staff mix with the immigrant communities, for example by attending social functions (Campbell 1990).

However, it is also important to be aware that many immigrant organisations are male-dominated as well as being conservative (Pneumatickas 1990) and some TAFE programs may be vetoed by these groups and certain other ones not promoted. For example, programs designed to empower women have been seen as threats to the stability of the family and information about them withheld. For this reason it is important to determine who precisely are the people being targeted, if it is isolated rural immigrant women then they should be consulted.

12. Special support needs of rural-based immigrants

Because they are unfamiliar with the Australian way of life, government and community systems, and do not have the support and family networks of people born in Australia, many rural-based immigrants require special support in addition to education.

A twenty-one year old Asian TAFE student's spoken English was very poor, although he had been in Australia 16 years and had completed year 10 here. He was having considerable trouble getting a job. His TAFE lecturer helped him draw up a list of places and employers where he could apply for work as a kitchen hand.

Unfortunately, he was unsuccessful in getting a job but still attends English classes. He was very lonely and again the lecturer helped him to get in touch with youth groups.

A fifty-two year old woman from Czechoslovakia was having severe problems with her eyesight. The TAFE teacher was approached and after explaining about optometrists and eye tests, put her in touch with social security who arranged a visit to the eye specialist for her.

These examples illustrate the diverse needs of rural-based immigrants, needs which while not themselves educational do have an effect upon students' learning. TAFE teachers recognise that for some immigrants they are the major link with the wider community. Assisting with such problems requires both sensitivity and time, factors which should be recognised by the college.

The need for assistance in obtaining recognition for overseas qualifications has already been discussed in the literature review. TAFE staff often help rural-based immigrants with this.

13. Systemic responses to the needs of rural-based immigrants

Salagaris (1989, p.4-5) states that:

> Within Commonwealth departments, national multicultural policies have led to a major ideological shift away from targeting specific projects for immigrant communities, towards the incorporation of access and equity initiatives within mainstream programs. This has thrust on departments the responsibility of removing institutional or structural barriers due to language, culture, race and other similar factors that prevent equitable and fair treatment. This process is resulting in the long-term embedding of access and equity principles within major program areas, thereby overcoming the problem of 'marginalization of migrant programs' which has occurred in the past.

Within rural TAFE however, there are few examples of such incorporation. Some form of ESL is usually provided, sometimes only by distance education. Where rural-based immigrants have joined mainstream programs there is little evidence of departmental acceptance of the responsibility to remove barriers, or for embedding access and equity principles within major program areas. Instead, immigrants who enrol are given little systematic departmental help.

although individual lecturers frequently make great efforts to provide special support and to adapt their teaching to accommodate language and cultural differences. It is recommended:

> **that TAFE agencies review their existing services to determine how well they are meeting the needs of rural-based immigrants.**

For systemic support to be available there may be a need for extensive in-service training so that all staff become aware of ways in which they can provide culturally and linguistically appropriate support, and assist immigrant students during the course of their teaching.

CHAPTER 4 - CONCLUSION

In the vast majority of Australia's rural areas, TAFE is the only tertiary provider with a physical presence and, except in the most isolated areas, a network of (at least visiting) teachers and/or local voluntary tutors who can provide regular face-to-face contact exists. For immigrants, particularly those from a non-English speaking background, such contact may be one of their few lifelines to the local community and the wider Australian society.

This places a serious responsibility on TAFE to provide special assistance and support to rural-based immigrants. This research project found many examples of individual country colleges providing very good service. However, it also revealed that there was insufficient support organised systemically through the TAFE agencies.

A number of recommendations have been made to provide such support. It is argued that the small numbers of rural-based immigrants from particular ethnic backgrounds, and the fact that they are sometimes scattered across the country, mean that a joint sharing of programs and resources by the TAFE agencies would provide economics of scale and prevent duplication of effort.

Much of this could be provided through distance education, making use in particular of technological innovations in delivery systems and the use of a toll-free telephone. However, the value of regular face-to-face contact with a facilitator, whether a TAFE teacher, a voluntary tutor, or a learning centre manager cannot be over emphasized.

Rural-based immigrants are a very diverse group, and what they need from TAFE will reflect this. So there can be no simple plan which will meet all the needs of Australia's rural-based immigrants.

In each region there tends to be small numbers of rural-based immigrants with special needs which reflect their individual characteristics including age, gender, life experiences, English language proficiency, education backgrounds and cultural mores.

However, there are some key issues which are of overriding importance to rural-based immigrants generally:

- The need for professional development for college staff. Compared to urban-based immigrants, rural-based immigrants are more disadvantaged as they are not provided with the same levels of expertise, resources or support as are available to people in urban areas.

There is a clear need for assistance through preparatory and continuing professional education of TAFE teachers in country colleges who are dealing with the special needs of rural-based immigrants. To enable country college staff to access this, continuing professional development should be available in a distance education mode.

- Obtaining trained ESL teachers. This is a particular problem for many country colleges who do not have the large population of a city from which to recruit staff.

  Whenever possible and appropriate, members of NESB groups should be encouraged to undertake TESL training because their first-hand experiences will be invaluable when they are working with NESB students.

- Regulations about class numbers are inappropriate for special rural groups and so indirectly discriminate against them. Often the minimum number is 12 or even 15 students and there simply may not be enough people of a special group, such as immigrant women, in the district.

- Special programs are sometimes urgently needed and such regulations can create great problems in small rural communities. Greater flexibility is needed to enable country colleges to respond to the needs of rural-based immigrants.

- Provision of more than basic ESL. This research project has revealed a common gap in country colleges' provision for NESB students. Although basic ESL is generally provided, there is often insufficient support for those NESB students who wish to move on to join mainstream classes. Some ways in which this need could be met have been described. There is often a need for special support in addition to educational support for rural-based immigrants.

  Again there exists a need for professional development to be available for country college staff, especially in areas of counselling and awareness of cultural differences. The time involved in these additional activities should be taken into consideration when determining teachers' work loads.

- Appropriate content of courses, materials and teaching methodologies. When courses are to be provided for, or including, rural-based immigrant students, it is important to consider their particular cultural mores so that an appropriate curriculum is developed and issues which might affect their participation are addressed.

- There is a clear need for professional development for those TAFE lecturers in country colleges who are teaching rural-based immigrants. This should be available through distance education and included in both their preparatory and continuing professional development.

  This report recommends that immigrant community members, including women, play an active part at all stages of course development.

  The research has indicated that country colleges often do not have suitable teaching materials, particularly books for rural adult ESL students and that this can have a negative affect on student morale.

- Strategies which maximise returns on limited resource materials and funding. Combining and co-ordinating the resources available in regional libraries is one way of maximising the return on limited resources.

  Modern technology such as video disks is another means of providing educational assistance to isolated immigrants. The high costs involved in this can often be reduced by a co-operative use of community resources, for example local clubs many have equipment which they do not use at certain periods.

  This report recommends a nationally co-ordinated approach to the provision of shared distance education courses for rural-based immigrants.

In summary, to provide appropriately and adequately for rural-based immigrants, TAFE will have to modify its curricula and methods of teaching to ensure that the particular needs of people from diverse cultural backgrounds are met. This will necessitate rural colleges:

- conducting regular reviews of their programs, courses, resources and teaching practices to ensure that they do not create barriers against immigrant students;

- providing training in basic study skills and communication for immigrant students;

- facilitating the professional development of their staff, to make them more aware of, and able to respond appropriately to, cultural differences which may effect immigrant students' learning;

- providing culturally appropriate special support for rural-based immigrants as required. This will include such measures as the provision of information in community languages other than English, English language courses, support and culturally appropriate methodologies;

- developing explicit statements of how they are meeting the special needs of the rural-based immigrants within their communities;

- having as one of the criteria for staff selection and promotion, sensitivity to, and supportiveness of, the needs of immigrant students;

- providing information about their programs in ways which are accessible to the ethnic people in their community, such as providing information through ethnic community groups, and in community languages other than English language.

For each of these issues to be addressed will require a complete and major review of TAFE college practices. Realistically, not all of these goals can be achieved in the short-term. However rural-based immigrants deserve special consideration, not only in terms of equity and social justice, but because the different ideas and perspectives of people from different backgrounds add valuable diversity to the Australian workforce and to the wider community.

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APPENDIX 1 - POTENTIAL IMMIGRANT POPULATION TO BE SERVED BY TAFE IN RURAL AREAS

These statistics were compiled by Dr Graeme Hugo, Population Studies Program, Flinders University from the Australian Bureau of Statistics 1986 Census. Dr Hugo's helpful contribution to this project is gratefully acknowledged.

These statistics are presented by state/territory.

The abbreviations used in the tables are:

Total Pop - total population of the local government area.

Total Oseas Born MES - total overseas born mainly English speaking.

%OSB MES - percentage of the population which is overseas born and mainly English speaking.

Total Oseas Born NES - total overseas born non-English speaking.

B - borough

C - city

DC - district council

HR - holiday resort

L - rural local

LL - legal local government area

M - municipality

RC - regional centre

S - shire

SLA - statistical local area

T - town

NEW SOUTH WALES - Non-Metropolitan Legal Local Government Areas

	TOTAL POP	TOTAL OSEAS BORN MES	%OSB MES	TOTAL OSEAS BORN NES
Albury (C) LLGA	38704	1819	4.70	2199
Armidale (C) LLGA	19525	1209	6.19	1043
Ballina (S) LLGA	24416	1549	6.34	590
Balranald (S) LLGA	2956	67	2.27	122
Barraba (S) LLGA	2687	68	2.53	41
Bathurst (C) LLGA	24460	1194	4.88	879
Bega Valley (S) LLGA	23758	1590	6.69	781
Bellingen (S) LLGA	10118	629	6.22	202
Berrigan (S) LLGA	7644	255	3.34	175
Bingara (S) LLGA	2290	70	3.06	39
Bland (S) LLGA	7638	181	2.37	68
Blayney (S) LLGA	5870	186	3.17	132
Bogan (S) LLGA	3647	85	2.33	49
Bombala (S) LLGA	3026	113	3.73	70
Boorowa (S) LLGA	2520	65	2.58	15
Bourke (S) LLGA	4255	106	2.49	70
Brewarrina (S) LLGA	2427	50	2.06	44
Broken Hill (C) LLGA	24460	507	2.07	635
Byron (S) LLGA	18342	1533	8.36	662
Cabonne (S) LLGA	11383	359	3.15	194
Carrathool (S) LLGA	3309	93	2.81	57
Casino (M) LLGA	10618	271	2.55	154
Central Darling (S) LLGA	3304	103	3.12	65
Cessnock (C) LLGA	41733	2061	4.94	901
Cobar (S) LLGA	5635	240	4.26	145
Coff's Harbour (S) LLGA	43010	2963	6.89	1567
Conargo (S) LLGA	1691	41	2.42	37
Coolah (S) LLGA	4230	114	2.70	81
Coolamon (S) LLGA	3884	108	2.78	46
Cooma-Monaro (S) LLGA	9589	590	6.15	875
Coonabarabran (S) LLGA	7362	273	3.71	145
Coonamble (S) LLGA	5701	138	2.42	133
Cootamundra (S) LLGA	7928	213	2.69	134
Copmanhurst (S) LLGA	3549	133	3.75	83
Corowa (S) LLGA	7240	270	3.73	166
Cowra (S) LLGA	11569	311	2.69	255
Crookwell (S) LLGA	4262	83	1.95	54
Culcairn (S) LLGA	4308	117	2.72	112
Deniliquin (M) LLGA	7566	281	3.71	203
Dubbo (C) LLGA	30918	922	2.98	655
Dumaresq (S) LLGA	3657	205	5.61	72
Dungog (S) LLGA	6614	223	3.37	116
Eurobodalla (S) LLGA	21519	1619	7.52	982
Evans (S) LLGA	4571	239	5.23	103
Forbes (S) LLGA	10736	230	2.14	144
Gilgandra (S) LLGA	4959	125	2.52	57
Glen Innes (M) LLGA	5971	194	3.25	95
Gloucester (S) LLGA	4513	118	2.61	67
Goulburn (C) LLGA	21552	761	3.53	573
Grafton (C) LLGA	16647	480	2.88	239
Greater Lithgow (C) LLGA	19785	1085	5.48	727
Greater Taree (C) LLGA	35921	1672	4.65	709
Great Lakes (S) LLGA	20440	1327	6.49	527
Griffith (S) LLGA	20888	644	3.08	2703
Gundagai (S) LLGA	3940	85	2.16	42
Gunnedah (S) LLGA	13426	395	2.94	210

Gunning (S) LLGA	1989	114	5.73	45
Guyra (S) LLGA	4786	114	2.38	67
Harden (S) LLGA	3954	146	3.69	46
Hastings (M) LLGA	41804	2936	7.02	991
Hay (S) LLGA	3896	111	2.85	105
Holbrook (S) LLGA	2580	84	3.26	63
Hume (S) LLGA	5519	268	4.86	184
Inverell (S) LLGA	15586	391	2.51	313
Jerilderie (S) LLGA	2146	50	2.33	54
Junee (S) LLGA	5220	133	2.55	61
Kempsey (S) LLGA	22900	954	4.17	399
Kiama (M) LLGA	13443	1226	9.12	494
Kyogle (S) LLGA	9210	443	4.81	220
Lachlan (S) LLGA	8049	152	1.89	69
Lake Macquarie (C) LLGA	153540	9399	6.12	6227
Leeton (S) LLGA	10989	359	3.27	526
Lismore (C) LLGA	37053	1642	4.43	1074
Lockhart (S) LLGA	3612	96	2.66	42
Maclean (S) LLGA	12023	593	4.93	200
Maitland (C) LLGA	44315	1701	3.84	1555
Manilla (S) LLGA	3267	98	3.00	47
Merriwa (S) LLGA	2353	74	3.14	42
Moree Plains (S) LLGA	17018	476	2.80	369
Mudgee (S) LLGA	14845	740	4.98	413
Mulwaree (S) LLGA	4923	270	5.48	168
Murray (S) LLGA	4522	133	2.94	108
Murrumbidgee (S) LLGA	2319	68	2.93	45
Murrurundi (S) LLGA	2299	75	3.26	34
Muswellbrook (S) LLGA	14892	684	4.59	533
Nambucca (S) LLGA	14588	856	5.87	317
Narrabri (S) LLGA	15532	453	2.92	266
Narrandera (S) LLGA	7386	178	2.41	120
Narromine (S) LLGA	6462	192	2.97	101
Newcastle (C) LLGA	129490	7059	5.45	9332
Nundle (S) LLGA	1348	50	3.71	28
Nymboida (S) LLGA	3035	196	6.46	59
Oberon (S) LLGA	3845	157	4.08	123
Orange (C) LLGA	31710	1233	3.89	1333
Parkes (S) LLGA	14057	401	2.85	263
Parry (S) LLGA	11284	402	3.56	197
Port Stephens (S) LLGA	36011	2721	7.56	1589
Queanbeyan (C) LLGA	22698	1450	6.39	3239
Quirindi (S) LLGA	5215	145	2.78	70
Richmond River (S) LLGA	7680	295	3.84	150
Rylstone (S) LLGA	3832	186	4.85	196
Scone (S) LLGA	9298	388	4.17	149
Severn (S) LLGA	3093	123	3.98	57
Shellharbour (M) LLGA	43872	5646	12.87	5955
Shoalhaven (C) LLGA	55980	4758	8.50	2018
Singleton (S) LLGA	17277	939	5.43	375
Snowy River (S) LLGA	8876	779	8.78	706
Tallaganda (S) LLGA	2385	151	6.33	87
Tamworth (C) LLGA	33321	1087	3.26	628
Temora (S) LLGA	6241	128	2.05	84
Tenterfield (S) LLGA	6567	254	3.87	144
Tumbarumba (S) LLGA	3893	174	4.47	107
Tumut (S) LLGA	11507	480	4.17	403
Tweed (S) LLGA	45690	3698	8.09	1356
Ulmarra (S) LLGA	4739	223	4.71	107
Uralla (S) LLGA	5527	221	4.00	142
Urana (S) LLGA	1762	28	1.59	23
Wagga Wagga (C) LLGA	49401	1980	4.01	1502
Wakool (S) LLGA	4724	143	3.03	131
Walcha (S) LLGA	3388	81	2.39	48
Walgett (S) LLGA	7621	339	4.45	427
Warren (S) LLGA	3638	86	2.36	40

Weddin (S) LLGA	4092	134	3.27	56
Wellington (S) LLGA	8881	265	2.98	135
Wentworth (S) LLGA	7380	216	2.93	310
Wingecarribee (S) LLGA	28187	2714	9.63	1341
Wollongong (C) LLGA	167863	18420	10.97	27147
Yallaroi (S) LLGA	3821	91	2.38	39
Yarrowlumla (S) LLGA	6373	647	10.15	396
Yass (S) LLGA	8034	453	5.64	245
Young (S) LLGA	10652	360	3.38	163

VICTORIA - Non-Metropolitan Statistical Local Areas

	TOTAL POP	TOTAL OSEAS BORN MES	%OSB MES	TOTAL OSEAS BORN NES
Alberton (S)	5972	314	5.26	201
Alexandra (S)	5353	379	7.08	199
Arapiles (S)	1835	40	2.18	21
Ararat (C)	8015	274	3.42	261
Ararat (S)	4230	148	3.50	84
Avoca (S)	2144	61	2.85	38
Avon (S)	3859	229	5.93	153
Bacchus Marsh (S)	9342	672	7.19	413
Bairnsdale (S)	6481	376	5.80	192
Bairnsdale (T)	10328	445	4.31	369
Ballaarat (C)	34806	1309	3.76	1325
Ballan (S)	3338	241	7.22	177
Ballarat (S) - Pt A	18086	676	3.74	650
Ballarat (S) - Pt B	1024	32	3.13	31
Bannockburn (S) - Pt A	197	7	3.55	9
Bannockburn (S) - Pt B	3287	237	7.21	149
Barrabool (S) - Pt A	907	90	9.92	77
Barrabool (S) - Pt B	6239	428	6.86	256
Bass (S)	4010	329	8.20	238
Bass Strait Islands	0	0	**********	0
Beechworth (S)	4883	232	4.75	321
Belfast (S)	1435	33	2.30	12
Bellarine (S) - Pt A	16798	1491	8.88	1305
Bellarine (S) - Pt B	18504	1894	10.24	986
Benalla (C)	8490	321	3.78	405
Benalla (S)	5002	238	4.76	130
Bendigo (C)	30704	1011	3.29	691
Bet Bet (S)	1905	100	5.25	46
Birchip (S)	1339	37	2.76	8
Bright (S)	8505	669	7.87	677
Broadford (S)	3230	174	5.39	143
Buln Buln (S)	10210	557	5.46	444
Bungaree (S) - Pt A	3458	144	4.16	118
Bungaree (S) - Pt B	629	13	2.07	15
Buninyong (S) - Pt A	7416	383	5.16	301
Buninyong (S) - Pt B	2543	162	6.37	118
Camperdown (T)	3458	113	3.27	50
Castlemaine (C)	6603	340	5.15	170
Charlton (S)	1968	33	1.68	27
Chiltern (S)	2215	96	4.33	79
Cobram (S)	6157	191	3.10	466
Cohuna (S)	4332	113	2.61	64
Colac (C)	9532	286	3.00	201
Colac (S)	6429	218	3.39	127
Corio (S) - Pt A	51180	4248	8.30	9576
Corio (S) - Pt B	1905	228	11.97	142
Cranbourne (S) - Pt B	3948	192	4.86	309
Creswick (S)	4482	200	4.46	193
Daylesford & Glenlyon (S)	4988	315	6.32	315
Deakin (S)	5590	171	3.06	167
Dimboola (S)	4187	85	2.03	46
Donald (S)	2357	46	1.95	31
Dundas (S)	3469	105	3.03	51
Dunmunkle (S)	2878	44	1.53	37
Eaglehawk (B)	8184	231	2.82	98
East Loddon (S)	1341	27	2.01	7

Echuca (C)	8409	336	4.00	182
Euroa (S)	4265	170	3.99	100
French Island	69	6	8.70	4
Geelong (C)	13441	1028	7.65	1237
Geelong West (C)	13802	776	5.62	1449
Gisborne (S)	8474	742	8.76	604
Glenelg (S)	4237	156	3.68	44
Gordon (S)	2607	57	2.19	27
Goulburn (S)	2205	76	3.45	63
Grenville (S) - Pt A	4433	207	4.67	198
Grenville (S) - Pt B	1962	129	6.57	81
Hamilton (C)	9969	358	3.59	210
Hampden (S)	7072	211	2.98	109
Hastings (S)	23216	3075	13.25	1074
Healesville (S) - Pt B	1186	108	9.11	115
Heytesbury (S)	7487	225	3.01	207
Horsham (C)	12174	296	2.43	350
Huntly (S) - Pt A	2191	77	3.51	38
Huntly (S) - Pt B	1705	38	2.23	53
Kaniva (S)	1732	53	3.06	16
Kara Kara (S)	1142	35	3.06	15
Karkarooc (S)	2822	34	1.20	11
Kerang (B)	4031	130	3.23	64
Kerang (S)	4316	93	2.15	75
Kilmore (S)	6724	419	6.23	354
Koroit (B)	1459	45	3.08	18
Korong (S)	3347	171	5.11	79
Korumburra (S)	6894	412	5.98	332
Kowree (S)	3682	74	2.01	72
Kyabram (T)	5342	230	4.31	256
Kyneton (S)	7657	381	4.98	282
Lady Julia Percy & Towerhill	6	0	0.00	0
Leigh (S)	1791	145	8.10	88
Lexton (S)	1295	57	4.40	17
Lowan (S)	3131	84	2.68	30
Maffra (S)	9564	406	4.25	346
Maldon (S)	2563	155	6.05	51
Mansfield (S)	6430	393	6.11	285
Marong (S) - Pt A	9229	296	3.21	210
Marong (S) - Pt B	2515	89	3.54	35
Maryborough (C)	7705	257	3.34	148
McIvor (S)	2555	141	5.52	94
Metcalfe (S)	2665	144	5.40	98
Mildura (C)	18382	786	4.28	990
Mildura (S)	19373	611	3.15	1523
Minhamite (S)	1950	43	2.21	14
Mirboo (S)	2458	133	5.41	158
Moe (C)	16999	1672	9.84	1903
Mortlake (S)	3125	116	3.71	38
Morwell (S) - Pt A	16387	1381	8.43	2424
Morwell (S) - Pt B	10356	817	7.89	697
Mount Rouse (S)	2263	54	2.39	55
Myrtleford (S)	4285	160	3.73	583
Narracan (S)	10761	613	5.70	665
Nathalia (S)	3159	96	3.04	71
Newham & Woodend (S)	4346	338	7.78	269
Newstead (S)	2303	152	6.60	84
Newtown (C)	10026	693	6.91	746
Numurkah (S)	6074	249	4.10	175
Omeo (S)	1628	61	3.75	50
Orbost (S)	6131	322	5.25	215
Otway (S)	3541	227	6.41	173
Oxley (S)	4916	180	3.66	346
Pakenham (S) - Pt B	16132	1326	8.22	961
Phillip Island (S)	4101	542	13.22	220
Port Fairy (B)	2504	95	3.79	45
Portland (C)	10934	737	6.74	375
Portland (S)	7211	282	3.91	157

Pyalong (S)	602	37	6.15	23
Queenscliffe (B)	3229	275	8.52	95
Ripon (S)	3317	165	4.97	63
Rochester (S)	6988	168	2.40	160
Rodney (S) - Pt A	7022	316	4.50	291
Rodney (S) - Pt B	7678	215	2.80	702
Romsey (S)	5992	432	7.21	279
Rosedale (S)	7591	468	6.17	340
Rutherglen (S)	2980	102	3.42	49
Sale (C)	13559	938	6.92	859
Sebastopol (B)	7011	260	3.71	331
Seymour (S)	11412	645	5.65	550
Shepparton (C)	24744	994	4.02	1709
Shepparton (S) - Pt A	5320	137	2.58	574
Shepparton (S) - Pt B	2595	110	4.24	51
South Barwon (C) - Pt A	33441	2594	7.76	2315
South Barwon (C) - Pt B	4578	434	9.48	170
South Gippsland (S)	5967	348	5.83	360
St Arnaud (T)	2692	67	2.49	33
Stawell (S)	2552	104	4.08	45
Stawell (T)	6252	210	3.36	65
Strathfieldsaye (S) - Pt A	12072	469	3.89	444
Strathfieldsaye (S) - Pt B	2939	90	3.06	65
Swan Hill (C)	8831	251	2.84	257
Swan Hill (S)	12062	325	2.69	678
Talbot & Clunes (S)	2091	165	7.89	92
Tallangatta (S) - Pt A	2151	118	5.49	116
Tallangatta (S) - Pt B	1757	52	2.96	37
Tambo (S)	8941	568	6.35	357
Traralgon (C)	19233	1377	7.16	1364
Traralgon (S)	4228	324	7.66	328
Tullaroop (S)	2092	130	6.21	72
Tungamah (S)	2691	54	2.01	57
Upper Murray (S)	2428	86	3.54	73
Upper Yarra (S)	13637	1510	11.07	852
Violet Town (S)	1393	63	4.52	22
Walpeup (S)	3496	60	1.72	47
Wangaratta (C)	16598	544	3.28	1116
Wangaratta (S)	3039	119	3.92	121
Wannon (S)	2856	84	2.94	35
Waranga (S)	4196	160	3.81	123
Warracknabeal (S)	3754	101	2.69	34
Warragul (S)	11748	587	5.00	404
Warrnambool (C)	22706	871	3.84	478
Warrnambool (S)	6571	194	2.95	99
Wimmera (S)	2911	66	2.27	47
Winchelsea (S)	4078	229	5.62	104
Wodonga (RC)	22693	1168	5.15	1808
Wonthaggi (B)	5931	536	9.04	348
Woorayl (S)	10644	599	5.63	514
Wycheproof (S)	3322	55	1.66	28
Yackandandah (S) - Pt A	3635	118	3.25	116
Yackandandah (S) - Pt B	354	6	1.69	11
Yallourn Works Area	0	0	**********	0
Yarrawonga (S)	4667	127	2.72	89
Yea (S)	4200	266	6.33	149

QUEENSLAND - Non-Metropolitan Statistical Local Areas

	TOTAL POP	TOTAL OSEAS BORN MES	%OSB MES	TOTAL OSEAS BORN NES	%OSB NES
Albert (S) - Pt C	8983	1049	11.68	545	6.07
Allora (S)	2041	98	4.80	46	2.25
Aramac (S)	1097	65	5.93	5	0.46
Atherton (S)	8518	696	8.17	604	7.09
Aurukun (S)	937	5	0.53	4	0.43
Balonne (S)	5056	161	3.18	44	0.87
Banana (S)	16888	880	5.21	417	2.47
Barcaldine (S)	1779	35	1.97	33	1.85
Barcoo (S)	566	14	2.47	7	1.24
Bauhinia (S)	2654	118	4.45	36	1.36
Beaudesert (S) - Pt B	21958	2326	10.59	945	4.30
Belyando (S)	11362	638	5.62	271	2.39
Bendemere (S)	1099	39	3.55	10	0.91
Biggenden (S)	1553	71	4.57	19	1.22
Blackall (S)	2070	48	2.32	22	1.06
Boonah (S)	5991	263	4.39	102	1.70
Booringa (S)	2239	58	2.59	11	0.49
Boulia (S)	583	30	5.15	6	1.03
Bowen (S)	14364	905	6.30	489	3.40
Broadsound (S)	8419	602	7.15	238	2.83
Bulloo (S)	675	42	6.22	17	2.52
Bungil (S)	2127	41	1.93	16	0.75
Burdekin (S)	18337	574	3.13	1312	7.15
Burke (S)	1433	41	2.86	24	1.67
Caboolture (S) - Pt B	18835	1987	10.55	805	4.27
Calliope (S) - Pt A	7079	848	11.98	325	4.59
Calliope (S) - Pt B	2641	164	6.21	93	3.52
Cambooya (S)	2477	93	3.75	66	2.66
Cardwell (S)	8666	618	7.13	601	6.94
Carpentaria (S)	3287	129	3.92	70	2.13
Charters Towers (C)	7208	276	3.83	151	2.09
Chinchilla (S)	5534	152	2.75	58	1.05
Clifton (S)	2354	82	3.48	31	1.32
Cloncurry (S)	3194	106	3.32	45	1.41
Cook (S)	4776	327	6.85	156	3.27
Crows Nest (S)	5308	303	5.71	142	2.68
Croydon (S)	324	9	2.78	3	0.93
Dalby (T)	9316	361	3.88	159	1.71
Dalrymple (S)	4252	249	5.86	104	2.45
Diamantina (S)	302	11	3.64	6	1.99
Douglas (S)	7750	792	10.22	459	5.92
Duaringa (S)	10499	684	6.51	250	2.38
Eacham (S)	5135	486	9.46	221	4.30
Eidsvold (S)	1212	17	1.40	12	0.99
Emerald (S)	9462	609	6.44	312	3.30
Esk (S)	9109	665	7.30	338	3.71
Etheridge (S)	1210	68	5.62	33	2.73
Fitzroy (S) - Pt B	4092	168	4.11	33	0.81
Flinders (S)	2804	121	4.32	27	0.96
Gatton (S)	11734	620	5.28	256	2.18
Gayndah (S)	2887	139	4.81	51	1.77
Gladstone (C)	22792	1862	8.17	934	4.10
Glengallan (S)	3688	132	3.58	55	1.49
Gooburrum (S) - Pt B	5287	232	4.39	151	2.86
Goondiwindi (T)	4103	119	2.90	58	1.41
Gympie (C)	10772	514	4.77	185	1.72
Herberton (S)	4210	330	7.84	186	4.42
Hervey Bay (C)	20660	1887	9.13	838	4.06

Hinchinbrook (S)	13476	395	2.93	1508	11.19
Ilfracombe (S)	327	5	1.53	2	0.61
Inglewood (S)	2999	66	2.20	81	2.70
Isis (S)	4082	186	4.56	95	2.33
Isisford (S)	465	28	6.02	4	0.86
Jericho (S)	1105	22	1.99	6	0.54
Johnstone (S)	17457	792	4.54	1450	8.31
Jondaryan (S)	9457	388	4.10	127	1.34
Kilcoy (S)	2577	142	5.51	55	2.13
Kilkivan (S)	2718	111	4.08	59	2.17
Kingaroy (S)	9902	515	5.20	260	2.63
Kolan (S)	2649	99	3.74	63	2.38
Laidley (S)	6812	440	6.46	227	3.33
Landsborough (S) - Pt B	9956	1010	10.14	520	5.22
Livingstone (S)	15886	1188	7.48	485	3.05
Longreach (S)	3871	131	3.38	58	1.50
McKinlay (S)	1446	83	5.74	5	0.35
Mareeba (S)	15563	975	6.26	1900	12.21
Maroochy (S) - Pt B	11782	1206	10.24	552	4.69
Maryborough (C)	22430	924	4.12	363	1.62
Millmerran (S)	3115	90	2.89	33	1.06
Mirani (S)	4854	184	3.79	154	3.17
Miriam Vale (S)	2017	129	6.40	56	2.78
Monto (S)	3266	95	2.91	49	1.50
Moreton (S) - Pt B	11034	707	6.41	272	2.47
Mornington (S)	872	14	1.61	8	0.92
Mount Isa (C)	23927	2107	8.81	1757	7.34
Mount Morgan (S)	3108	133	4.28	48	1.54
Mulgrave (S) - Pt B	9580	556	5.80	546	5.70
Mundubbera (S)	2355	109	4.63	48	2.04
Murgon (S)	4560	119	2.61	44	0.96
Murilla (S)	3212	95	2.96	48	1.49
Murweh (S)	5287	136	2.57	44	0.83
Nanango (S)	5326	374	7.02	169	3.17
Nebo (S)	2352	129	5.48	46	1.96
Noosa (S) - Pt B	6609	573	8.67	208	3.15
Paroo (S)	2733	90	3.29	31	1.13
Peak Downs (S)	3209	220	6.86	86	2.68
Perry (S)	310	10	3.23	3	0.97
Pine Rivers (S) - Pt B	2441	212	8.68	61	2.50
Pioneer (S) - Pt B	9558	418	4.37	343	3.59
Pittsworth (S)	3880	97	2.50	33	0.85
Proserpine (S)	11581	1326	11.45	595	5.14
Quilpie (S)	1490	53	3.56	45	3.02
Richmond (S)	1198	34	2.84	7	0.58
Roma (T)	6462	239	3.70	90	1.39
Rosalie (S)	6615	294	4.44	141	2.13
Rosenthal (S)	1963	82	4.18	67	3.41
Sarina (S)	7537	389	5.16	230	3.05
Stanthorpe (S)	9143	445	4.87	830	9.08
Tambo (S)	704	17	2.41	2	0.28
Tara (S)	3656	124	3.39	95	2.60
Taroom (S)	3297	63	1.91	20	0.61
Thuringowa (C) - Pt B	6497	525	8.08	318	4.89
Tiaro (S)	2518	138	5.48	89	3.53
Toowoomba (C)	73390	4024	5.48	1785	2.43
Torres (S)	6821	286	4.19	77	1.13
Waggamba (S)	2757	81	2.94	23	0.83
Wambo (S)	5497	187	3.40	62	1.13
Warroo (S)	1322	34	2.57	6	0.45
Warwick (C)	9435	390	4.13	198	2.10
Weipa (T)	2406	198	8.23	157	6.53
Widgee (S)	13998	961	6.87	469	3.35
Winton (S)	1986	63	3.17	34	1.71
Wondai (S)	3785	171	4.52	55	1.45
Woocoo (S)	2700	141	5.22	65	2.41
Woongarra (S) - Pt B	1930	60	3.11	126	6.53

SOUTH AUSTRALIA - Non-Metropolitan Local Government Areas

	TOTAL POP	TOTAL OSEAS BORN MES	%OSB MES	TOTAL OSEAS BORN NES
Angaston (DC) LLGA	6546	303	4.63	235
Barmera (DC) LLGA	4108	209	5.09	342
Barossa (DC) LLGA	3449	582	16.87	134
Beachport (DC) LLGA	1721	81	4.71	47
Berri (DC) LLGA	6351	326	5.13	590
Blyth (DC) LLGA	805	24	2.98	12
Browns Well (DC) LLGA	352	15	4.26	0
Burra Burra (DC) LLGA	2200	102	4.64	54
Bute (DC) LLGA	1154	39	3.38	15
Carrieton (DC) LLGA	195	7	3.59	0
Cent. Yorke Peninsula(DC) LLGA	4032	222	5.51	77
Clare (DC) LLGA	3982	228	5.73	83
Cleve (DC) LLGA	2422	63	2.60	22
Clinton (DC) LLGA	1126	43	3.82	21
Coober Pedy (DC) LLGA	2103	107	5.09	598
Coonalpyn Downs (DC) LLGA	1766	43	2.43	39
Crystal Brook (DC) LLGA	1636	58	3.55	39
Dudley (DC) LLGA	648	66	10.19	29
Elliston (DC) LLGA	1199	47	3.92	23
Eudunda (DC) LLGA	1309	58	4.43	14
Franklin Harbor (DC) LLGA	1298	24	1.85	22
Georgetown (DC) LLGA	677	33	4.87	12
Gladstone (DC) LLGA	923	43	4.66	27
Gumeracha (DC) LLGA	5125	741	14.46	253
Hallett (DC) LLGA	687	43	6.26	9
Hawker (DC) LLGA	490	9	1.84	5
Jamestown (M) LLGA	1247	42	3.37	20
Jamestown (DC) LLGA	947	25	2.64	10
Kanyaka-Quorn (DC) LLGA	1386	69	4.98	25
Kapunda (DC) LLGA	2735	289	10.57	84
Karoonda-East Murray (DC) LLGA	1459	36	2.47	17
Kimba (DC) LLGA	1541	58	3.76	27
Kingscote (DC) LLGA	3275	186	5.68	94
Lacepede (DC) LLGA	2377	97	4.08	45
Lameroo (DC) LLGA	1371	28	2.04	18
Laura (DC) LLGA	706	28	3.97	28
Le Hunte (DC) LLGA	1992	76	3.82	27
Light (DC) LLGA	4777	505	10.57	217
Lincoln (DC) LLGA	3849	216	5.61	63
Loxton (DC) LLGA	6830	227	3.32	351
Lucindale (DC) LLGA	1555	48	3.09	27
Mallala (DC) LLGA	4370	614	14.05	317
Mannum (DC) LLGA	3020	231	7.65	107
Meningie (DC) LLGA	3812	158	4.14	163
Millicent (DC) LLGA	7984	497	6.22	397
Minlaton (DC) LLGA	2326	112	4.82	21
Morgan (DC) LLGA	1392	133	9.55	63
Mount Barker (DC) LLGA	15021	1390	9.25	667
Mount Gambier (C) LLGA	18729	1061	5.67	1191
Mount Gambier (DC) LLGA	7129	337	4.73	329
Mount Pleasant (DC) LLGA	1904	190	9.98	45
Mount Remarkable (DC) LLGA	3161	106	3.35	95
Murat Bay (DC) LLGA	3832	165	4.31	131
Murray Bridge (DC) LLGA	14634	641	4.38	642
Naracoorte (M) LLGA	4636	245	5.28	158

Naracoorte (DC) LLGA	1985	56	2.82	36
North Yorke Peninsula(DC) LLGA	6869	498	7.25	134
Onkaparinga (DC) LLGA	6694	465	6.95	333
Orroroo (DC) LLGA	980	26	2.65	16
Paringa (DC) LLGA	1386	56	4.04	94
Peake (DC) LLGA	969	19	1.96	13
Penola (DC) LLGA	3635	204	5.61	123
Peterborough (M) LLGA	2239	90	4.02	89
Peterborough (DC) LLGA	340	15	4.41	8
Pinnaroo (DC) LLGA	1304	43	3.30	18
Pirie (DC) LLGA	1456	49	3.37	99
Port Augusta (C) LLGA	15621	927	5.93	678
Port Broughton (DC) LLGA	1257	70	5.57	13
Port Elliot & Goolwa (DC) LLGA	5491	750	13.66	308
Port Lincoln (C) LLGA	11943	708	5.93	697
Port MacDonnell (DC) LLGA	2248	78	3.47	55
Port Pirie (C) LLGA	14597	563	3.86	634
Redhill (DC) LLGA	511	24	4.70	4
Renmark (M) LLGA	7213	329	4.56	782
Ridley (DC) LLGA	1939	114	5.88	85
Riverton (DC) LLGA	1457	106	7.28	27
Robe (DC) LLGA	1206	81	6.72	19
Robertstown (DC) LLGA	756	36	4.76	19
Saddleworth & Auburn (DC) LLGA	2011	124	6.17	45
Snowtown (DC) LLGA	1367	48	3.51	21
Spalding (DC) LLGA	540	19	3.52	4
Strathalbyn (DC) LLGA	5203	419	8.05	154
Streaky Bay (DC) LLGA	2199	71	3.23	35
Tanunda (DC) LLGA	3451	153	4.43	160
Tatiara (DC) LLGA	7046	219	3.11	157
Truro (DC) LLGA	688	59	8.58	35
Tumby Bay (DC) LLGA	2669	93	3.48	34
Victor Harbor (DC) LLGA	6538	638	9.76	211
Waikerie (DC) LLGA	4542	199	4.38	203
Wakefield Plains (DC) LLGA	4373	304	6.95	139
Wallaroo (M) LLGA	2100	113	5.38	52
Warooka (DC) LLGA	972	67	6.89	29
Whyalla (C) LLGA	27102	5888	21.73	2314
Yankalilla (DC) LLGA	2978	363	12.19	121
Yorketown (DC) LLGA	2994	204	6.81	64

WESTERN AUSTRALIA - Non-Metropolitan Large Local Government Areas

	TOTAL POP	TOTAL OSEAS BORN MES	%OSB MES	TOTAL OSEAS BORN NES
Albany (T) LLGA	13258	1879	14.17	935
Albany (S) LLGA	8746	1108	12.67	452
Augusta-Margaret River(S) LLGA	5333	676	12.68	202
Beverley (S) LLGA	1495	107	7.16	41
Boulder (S) LLGA	13317	1325	9.95	629
Boyup Brook (S) LLGA	1747	133	7.61	75
Bridgetown-Greenbushes(S) LLGA	3293	435	13.21	164
Brookton (S) LLGA	1096	45	4.11	16
Broome (S) LLGA	7932	600	7.56	288
Bruce Rock (S) LLGA	1280	83	6.48	42
Bunbury (C) LLGA	23031	2665	11.57	1542
Busselton (S) LLGA	12411	1537	12.38	420
Capel (S) LLGA	3740	369	9.87	178
Carnamah (S) LLGA	1408	124	8.81	36
Carnarvon (S) LLGA	10259	906	8.83	703
Chittering (S) LLGA	1371	124	9.04	61
Collie (S) LLGA	9077	782	8.62	630
Coolgardie (S) LLGA	4866	642	13.19	316
Coorow (S) LLGA	1532	118	7.70	45
Corrigin (S) LLGA	1397	72	5.15	37
Cranbrook (S) LLGA	1286	69	5.37	31
Cunderdin (S) LLGA	1342	80	5.96	31
Dalwallinu (S) LLGA	1712	94	5.49	38
Dandaragan (S) LLGA	2411	194	8.05	78
Dardanup (S) LLGA	4159	441	10.60	175
Denmark (S) LLGA	2778	471	16.95	171
Derby-West Kimberley (S) LLGA	7289	602	8.26	276
Donnybrook-Balingup (S) LLGA	3491	366	10.48	265
Dundas (S) LLGA	2425	293	12.08	133
East Pilbara (S) LLGA	9187	1765	19.21	991
Esperance (S) LLGA	9556	785	8.21	252
Exmouth (S) LLGA	4336	949	21.89	235
Geraldton (T) LLGA	18801	1772	9.43	1047
Gingin (S) LLGA	2919	272	9.32	115
Gnowangerup (S) LLGA	2110	132	6.26	32
Goomalling (S) LLGA	1189	80	6.73	16
Greenough (S) LLGA	5853	526	8.99	311
Halls Creek (S) LLGA	2886	104	3.60	59
Harvey (S) LLGA	9609	984	10.24	701
Irwin (S) LLGA	1919	230	11.99	75
Jerramungup (S) LLGA	1397	92	6.59	37
Kalgoorlie (T) LLGA	10087	1081	10.72	716
Katanning (S) LLGA	4325	493	11.40	225
Kellerberrin (S) LLGA	1355	95	7.01	27
Kojonup (S) LLGA	2374	163	6.87	86
Kondinin (S) LLGA	1199	60	5.00	25
Kulin (S) LLGA	1117	55	4.92	29
Lake Grace (S) LLGA	2020	123	6.09	48
Laverton (S) LLGA	1396	262	18.77	126
Leonora (S) LLGA	2416	387	16.02	198
Mandurah (S) LLGA	18872	2773	14.69	676
Manjimup (S) LLGA	9073	943	10.39	642
Meekatharra (S) LLGA	1431	132	9.22	45
Merredin (S) LLGA	3797	259	6.82	215
Moora (S) LLGA	2633	141	5.36	60
Morawa (S) LLGA	1052	63	5.99	11

Mount Magnet (S) LLGA	1152	120	10.42	71
Mullewa (S) LLGA	1389	69	4.97	33
Murray (S) LLGA	6634	1012	15.25	268
Nannup (S) LLGA	1205	125	10.37	66
Narembeen (S) LLGA	1168	88	7.53	32
Narrogin (T) LLGA	4266	332	7.78	274
Northam (T) LLGA	6377	401	6.29	603
Northam (S) LLGA	2486	300	12.07	123
Northampton (S) LLGA	5357	517	9.65	189
Pingelly (S) LLGA	1247	91	7.30	33
Plantagenet (S) LLGA	3923	394	10.04	129
Port Hedland (S) LLGA	13241	2244	16.95	1369
Quairading (S) LLGA	1165	52	4.46	18
Ravensthorpe (S) LLGA	1453	98	6.74	28
Roebourne (S) LLGA	16704	2653	15.88	1356
Shark Bay (S) LLGA	2470	242	9.80	136
Toodyay (S) LLGA	1798	224	12.46	59
Victoria Plains (S) LLGA	1168	61	5.22	33
Wagin (S) LLGA	2095	122	5.82	65
Waroona (S) LLGA	2488	238	9.57	212
West Arthur (S) LLGA	1067	40	3.75	20
West Pilbara (S) LLGA	9297	1493	16.06	771
Williams (S) LLGA	1090	55	5.05	29
Wiluna (S) LLGA	1832	42	2.29	20
Wongan-Ballidu (S) LLGA	1823	133	7.30	47

TASMANIA - Non-Metropolitan Statistical Local Areas

	TOTAL POP	TOTAL OSEAS BORN MES	%OSB MES	TOTAL OSEAS BORN NES	%OSB NES
Beaconsfield (M) - Pt A	14185	1267	8.93	693	4.89
Beaconsfield (M) - Pt B	1171	94	8.03	39	3.33
Bothwell (M)	802	23	2.87	4	0.50
Brighton (M) - Pt B	1301	61	4.69	31	2.38
Bruny (M)	438	52	11.87	15	3.42
Burnie (M) - Pt A	18479	968	5.24	473	2.56
Burnie (M) - Pt B	2106	123	5.84	55	2.61
Campbell Town (M)	1437	42	2.92	17	1.18
Circular Head (M)	7863	292	3.71	135	1.72
Deloraine (M)	5278	256	4.85	104	1.97
Devonport (C)	24417	1401	5.74	552	2.26
Esperance (M)	3125	139	4.45	63	2.02
Evandale (M) - Pt A	1628	102	6.27	46	2.83
Evandale (M) - Pt B	548	36	6.57	18	3.28
Fingal (M)	2808	75	2.67	52	1.85
Flinders (M)	1010	47	4.65	17	1.68
George Town (M) - Pt A	6198	605	9.76	267	4.31
George Town (M) - Pt B	740	49	6.62	20	2.70
Glamorgan (M)	1723	84	4.88	33	1.92
Gormanston (M)	341	13	3.81	19	5.57
Green Ponds (M)	1087	40	3.68	12	1.10
Hamilton (M)	2508	106	4.23	65	2.59
Huon (M)	5028	286	5.69	130	2.59
Kentish (M)	4574	271	5.92	108	2.36
King Island (M)	1989	150	7.54	87	4.37
Kingborough (M) - Pt B	1431	151	10.55	59	4.12
Latrobe (M) - Pt A	5008	280	5.59	109	2.18
Latrobe (M) - Pt B	1164	45	3.87	14	1.20
Launceston (C) - Inner	390	30	7.69	21	5.38
Launceston (C) - Pt B	58456	3595	6.15	1995	3.41
Launceston (C) - Pt C	2646	190	7.18	98	3.70
Longford (M) - Pt A	4111	194	4.72	110	2.68
Longford (M) - Pt B	2079	86	4.14	35	1.68
New Norfolk (M) - Pt B	3067	135	4.40	53	1.73
Oatlands (M)	1836	40	2.18	15	0.82
Penguin (M) - Pt A	4270	275	6.44	118	2.76
Penguin (M) - Pt B	994	33	3.32	23	2.31
Port Cygnet (M)	2701	250	9.26	78	2.89
Portland (M)	2832	215	7.59	64	2.26
Queenstown (M)	3596	107	2.98	79	2.20
Richmond (M)	2053	143	6.97	39	1.90
Ringarooma (M)	2215	75	3.39	29	1.31
Ross (M)	493	25	5.07	3	0.61
Scottsdale (M)	4398	139	3.16	69	1.57
Sorell (M) - Pt B	1646	100	6.08	28	1.70
Spring Bay (M)	1992	72	3.61	40	2.01
Strahan (M)	536	22	4.10	30	5.60
Tasman (M)	1369	71	5.19	28	2.05
Ulverstone (M) - Pt A	12015	566	4.71	330	2.75
Ulverstone (M) - Pt B	1832	116	6.33	50	2.73
Waratah (M)	1583	104	6.57	89	5.62
Westbury (M) - Pt A	3518	193	5.49	143	4.06
Westbury (M) - Pt B	4349	245	5.63	80	1.84
Wynyard (M) - Pt A	10395	597	5.74	205	1.97
Wynyard (M) - Pt B	1877	132	7.03	38	2.02
Zeehan (M)	5076	342	6.74	226	4.45

NORTHERN TERRITORY - Non-Metropolitan Statistical Local Areas

	TOTAL POP	TOTAL OSEAS BORN MES	%OSB MES	TOTAL OSEAS BORN NES	%OSB NES
Vernon	8169	847	10.37	579	7.09
Bathurst-Melville	1806	36	1.99	12	0.66
Alligator - Balance	4244	244	5.75	93	2.19
Jabiru (T)	1410	158	11.21	122	8.65
Daly	2495	122	4.89	65	2.61
East Arnhem - Balance	4584	78	1.70	24	0.52
Groote Eylandt	2286	193	8.44	165	7.22
Nhulunbuy	3515	474	13.49	377	10.73
Elsey - Balance	3742	253	6.76	159	4.25
Gulf	1695	29	1.71	10	0.59
Katherine (T)	5691	572	10.05	311	5.46
Victoria	2703	107	3.96	44	1.63
Tableland	1156	42	3.63	21	1.82
Tennant Creek (T)	3503	330	9.42	239	6.82
Tennant Creek - Balance	1736	87	5.01	85	4.90
Alice Springs (T)	22759	2925	12.85	1218	5.35
Petermann	2278	230	10.10	68	2.99
Sandover - Balance	2559	78	3.05	30	1.17
Tanami	4704	86	1.83	47	1.00

APPENDIX 2 - PROJECT PROFILE

PROJECT PROFILE: **THE VOCATIONAL AND FURTHER EDUCATION NEEDS OF ADULT MIGRANTS IN RURAL AREAS. OP56**

RESEARCHER: Pauline Mageean
Adelaide, TAFE National Centre for R & D

BUDGET: $9,830 funded by the Bureau of Immigration Research

The project aims are:

- to research the vocational and further educational needs of adult rural migrants, with particular attention to the special needs of women and to the situation in SA;
- consider the policy implications of these findings and to suggest better ways in which adult rural migrants could be served;
- produce practical recommendations by which educational providers, particularly TAFE, can better meet these needs.

Methodology:

The researcher will work with rural migrant communities and rural networks. Several key people would be identified in each State/Territory. These people will be interviewed (most interviews would be by telephone). Migrant organisations will be sent a questionnaire (with some open-ended questions) about the educational needs of their members. Educational providers will be interviewed to obtain a description of their provision. In each case a request would be made for further contacts and/or case studies of individual migrant students.

Twenty case studies will be selected to include:

- at least one individual from each state and the Northern Territory (the ACT does not include remote areas);
- equal numbers of males and females;
- a range of ages;
- varying socio-economic situations;
- a range of educational backgrounds;

- different ethnic backgrounds.

Secondary data would be obtained from literature search of relevant materials.

Outcomes:

A report would be published with a discussion of policy issues illustrated by case studies. Practical recommendations would be made.

Timetable:

This project will require two days work per week over four months from March 1990.

APPENDIX 3- QUESTIONNAIRE TO RURAL ETHNIC ASSOCIATIONS

7th June, 1990

Dear President or Secretary,

I have received a grant from the Bureau of Immigration to find out how immigrants living in country areas are being served by TAFE (Technical and Further Education), so that TAFE can provide the best possible service to country immigrants.

I got your name from the director of Ethnic Communities at the South Australian Multicultural and Ethnic Affairs Commission. They are supporting the project. To help TAFE help country immigrants, I would be very grateful if you would answer the attached questions. You will see that you can choose whether you and your organisation are acknowledged in the report or whether your answers remain confidential.

I would be very grateful if you could return the question sheet in the enclosed postage paid envelope (you will not need to use a stamp) within a week please. Your answers will help us to meet the special needs of country immigrants.

Thank you in anticipation.

Yours sincerely,

PAULINE MAGEEAN
Research & Development Officer

Encl:

THE VOCATIONAL AND FURTHER EDUCATION NEEDS OF ADULT IMMIGRANTS IN RURAL AREAS

Please write your answers in the spaces below each question. If you need more room you can write on the back of the sheet or add more pages. If you are unable to answer any questions leave them and just fill in those you can. Please particularly think about immigrants who live on properties or in small isolated communities.

1. What do the immigrant people in your community most need from TAFE?

2. Are there any problems which make it difficult for them to do TAFE courses?

3. How could these problems be solved?

4. Are there any special ways in which TAFE is really helping country immigrants, that other TAFEs could possibly copy?

5. Are there special problems for immigrant women in your community doing TAFE courses? If so could you say what these are?

6. What could TAFE do to make it easier for these women to attend?

7. Do the immigrant people in your community want child care to be provided by TAFE? If so, what would make it suitable for the children of immigrants?

8. How could TAFE let country immigrants, especially those who live out-of-town, know what it has to offer?

_____

_____

_____

_____

_____

9. Do the immigrant people in your community feel that the TAFE college, and its programs, belong to them as much as to other people? Why do you think that?

_____

_____

_____

_____

_____

If you do not want us to use your name or the name of your organisation please put an X here: ☐

Answers from: _____

(we need to know this so we don't ask you again once you have answered).

Thank you for your help.

PAULINE MAGEEAN
Research & Development Officer